

**THE LETTER PEOPLE LIBRARIES**

# **READ TO ME SERIES**

**TEACHER'S RESOURCE BOOK**

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# TEACHER'S RESOURCE BOOK

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# TEACHER'S RESOURCE BOOK

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## FOREWORD

Dear Storyteller:

Our goal in this resource book is to provide a means of merging your traditional roles as both storyteller and teacher. For the storyteller, the Read-To-Me stories about the Letter People and Letter People Land are delightful, imaginative tales, each of which stands beautifully on its own.

For those teachers wishing to work with the series for character building, listening, and reading comprehension, you will find that we have highlighted these areas for you in the lesson plans hoping to make your teaching role easier and more productive.

The questions we have suggested to go with each story are divided into categories of recall, interpretation and critical thinking. They are clearly labeled, so if you wish, you may select a particular direction for your lesson.

The extended activities are designed to make these stories useful under many learning sub-skills and to give an added measure of joy and participation to your students. Please remember, like all good teacher guides, these are only pages of suggestions. No one knows your class and its needs as well as you do: feel free to change, adapt or omit. The important thing is that the children have fun learning and you have fun teaching.

The Editors

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — A-CHOO

### Story Synopsis

*THE MAIN IDEA of this story is to find a unique sound for the antique clock in Letter People Land. Miss A and the Action Advisors are very helpful in providing a solution.*

### Values Taught

*Curiosity, resourcefulness, leadership, determination*

### Lesson Objectives

*After listening to the story, the students will be able to recall the main idea of the story by drawing a picture which includes Miss A and the clock making her ā'choo sound.*

*Students will have the opportunity to hear the short "A" sound by repeating the word ā'choo several times.*

## PRE-READING

*Bring in several examples of clocks. Put them in a bag.*

*To motivate the students you may wish to say the following:*

### Special Words

Antique — old and valuable

Unique — one of a kind

*I am going to pull some things out of a bag and put them on the table. I want you to look at them and think why it is important that we have them. When you are ready to answer, raise your hand. (Take clocks out and display them. Give the students a minute before you sample some answers.)*

*I have a special clock at home. It chimes every hour. For example, at 2:00 it goes "Bong, Bong." How do you think it would sound at 3:00? (Have children demonstrate "bong, bong, bong.")*

*In this story we are going to read about a clock in Letter People Land.*

*Let's find out how Miss A helps this clock become very special.*

## READING THE STORY

### Introduction

*(Share the title of the book with the children accenting the 'a' in a'choo.)*

*Who do you see on the cover of the book? (Miss A)*

*What can she see out her window? (A clock)*

*I wonder what will happen?*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

**P. 1 L**

What kind of clock is it? (Antique)

Does anyone know what antique means? That's right, antique means very old but still valuable.

**C**

Why do you think they built a statue of Miss A next to the clock? (Accept all answers)

Let's read on to find out.

**P. 2 C**

Why do you think the clock is important?  
(It helps the people know what time it is)

**L**

How do the people know what time it is?  
(They count the number of bong, bongs that they hear)

**P. 4 I**

Pretend you are Miss A. When I call on you, show me what you would do at ten o'clock. (Have several children go ā'choo)

**C**

What do you think might be wrong with the clock? (Accept all responses)

**P. 6 C**

What does an astronaut do? (Goes into space)

**P. 8 L**

Why didn't Anton perform at ten o'clock?  
(The clock didn't strike)

**P. 10 C**

What do you think an Action Advisor's job might be?  
(To help solve problems)

**P. 12 L**

Why won't the clock go bong, bong?  
(Because it wants a sound that is unique)

**C**

What do you think "unique" means? (Discuss)

**P. 18**

At 6 o'clock Miss A did something special.

**C**

How do the people know what time it is?  
(They count the number of ā'choos they hear)

# TEACHER'S RESOURCE BOOK

P. 20	L	What do the Action Advisors bring back? (Different clock sounds)
	L	Why didn't they solve the problem? (The clock sounds are not unique)
P. 22	I	How did the Action Advisors feel about the way Miss A was helping out? (They thought it's a wonderful way to hear the time)
P. 24	C	What unique sound do you think they will bring back? (Accept all responses)
P. 28	L	What was the unique sound the Action Advisors thought of for the clock? (ă'choo)
P. 30	I	Do you think an ă'choo is a good sound for a clock? Can you think of any other sounds that the clock might like to make?

## ASSESSING THE OBJECTIVE

*(Distribute a piece of paper to each child. Have crayons ready for their use.)*

*To make sure the children understand the story, you may wish to use the following:*

I want you to think about the story that you have just heard about Miss A. Pretend that you are going to tell someone the most important part of the story. Think about just that part of the story.

I want you to draw a picture that will show whoever looks at it just what you think is the most important part of Miss A's story.

*(Monitor the drawings to make sure they include Miss A and the clock making a sound, taking into account the developmental level of the children. Encourage children when they have completed their picture to explain what they have drawn. Affirm especially the main idea of the story.)*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Living Skills

*Make a class chart of problems that they might want the Action Advisors to solve in the classroom. Have children who suggest a possible solution get a badge calling them Action Advisor's Assistant.*

### Art

*Have children design a unique clock of their own and draw it on paper. Have them describe to the rest of the class the person to whom this clock might appeal, what room it would be kept in, what sound it might make, etc.*

# TEACHER'S RESOURCE BOOK

## Language Arts

*Write a group story about why clocks are important to us.*

## Dramatizing

*Play a listening game. Using a triangle or melody block, make it sound a particular number of times under ten. Then have a child make Miss A's ã'choo sound the same number of times. Children can also do this in pairs after it is modelled a number of times with the whole group.*

## Science

*In a discovery/science center, have the children bring in old discarded clocks. Give the children an opportunity to take them apart to examine "the works."*

## Art

*In an art center, have the children make a clock collage. Have the children cut out pictures of clocks from magazines and paste them on mural paper.*

## Telling Time

*In a math center, have the children create a clock book. Have a clock face on each sheet of paper. Have one sheet say, "I get up at \_\_\_\_\_." The next should say, "I go to school at \_\_\_\_\_." The next should say "I go home at \_\_\_\_\_." The last should say, "I go to bed at \_\_\_\_\_." Have the children tell you the hour and you draw it on the clock face. Then have them draw a picture to represent the sentence.*



# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — A BUTTONMAT FOR BEAUTIFUL BUTTONS

### Story Synopsis

*THE MAIN IDEA is to show how ingenuity and cooperation can get a hard job done. It takes the birds, the butterflies, and the bunnies working together to make the Buttonmat a success.*

### Values Taught

*Helpfulness, creativity, friendship, accomplishment*

### Lesson Objectives

*After listening to the story, the students will be able to understand the concept of similarities and differences by comparing and contrasting two things in the context of the story.*

*Students will begin to recognize the initial "B" sound by relating Mr. B to his beautiful buttons.*

## PRE-READING

*Bring in a bag of assorted buttons. Have each child reach in, get one, and study it.*

### Special Words

Assembly line-work in a factory where each person does one small part of making a product, i.e., a car.

*In order to motivate the children, you may wish to say the following:*

Think about the button that you have in your hand. Think about all the words that you can use to describe it. In a minute I am going to ask you to describe your button to us.

*Give the children some "wait time" then call on a few to sample their responses.*

Mr. B has many beautiful buttons, too.

## READING THE STORY

### Introduction

Do you know what a laundromat is? (Sample responses) Our story today is called *A Buttonmat for Beautiful Buttons*. What do you think a buttonmat might be? (Accept all responses)

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, you may wish to ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | What does Mr. B do every Saturday? (He washes, rinses, dries and shines buttons)   |
|       | C | Why does he do that? (To make the buttons beautiful)   |
| P. 2  | L | Why is Saturday so busy for Mr. B? (Because he has to carry all the things that he needs to wash and rinse and dry and shine his beautiful buttons)                                  |
| P. 4  | L | Why is Mr. B worried when he awakens? (He won't have time to finish making the buttons beautiful because he fell asleep)   |
| P. 6  | C | How do you know that making buttons beautiful is not an easy job? (Because Bingo said it takes too long to make buttons beautiful)   |
|       |   | Sometimes we do different things to help us think. What does Bingo the Bunny do to help Mr. B? (He munches on a carrot) What do you do?  |
| P. 8  | L | How did Mr. B know that taking the buttons to a laundromat was not the solution? (He tried it once and the buttons were not beautiful)   |
| P. 10 | I | How do you think you'd feel if you had helped Mr. B and Bingo?   |
| P. 12 | L | What does Bingo see that helps him decide what he will need in his button-mat? (He sees birds holding worms, and butterflies flapping their wings, and bunnies wiggling their tails) |
| P. 14 | L | What does Bingo do all week? (He is making the buttonmat)  |
|       | C | Do you think Bingo's solution will work? (Accept all responses)  |
|       |   | Why?   |
|       |   | Let's see if your ideas match Bingo's plans.   |
| P. 16 | L | What happens when Bingo blows his whistle? (Birds fly to the baskets)  |
|       | L | What do the birds do? (They put a button in their beak and line up behind Bingo)   |

# TEACHER'S RESOURCE BOOK

P. 18	L	What is in the next room? (A tank filled with bubble bath)
	C	What do you think the birds will do next? (Wash the buttons in the bubble bath)
P. 22	C	What do they have left to do in order to make the buttons beautiful? (They have to dry and shine them)
P. 24	I	Can you imitate a butterfly and dry the buttons? Show me.
P. 26	I	Pretend you are the bunnies. How would you shine the buttons? (Children should imitate the bunnies wiggling)
P. 28	L	Why does Mr. B get to blow the whistle sometimes? (So that Bingo the Bunny can get to dry the buttons)

## ASSESSING THE OBJECTIVE

*Draw two large intersecting circles on chart paper and label them as below:*

LAUNDROMAT

BUTTONMAT

*To make sure the children understood the story, you may wish to say the following:*

I want you to think back now to what a laundromat is like. Take a moment and think about those things that you remember about the place where some people go to make their clothes clean and beautiful. Tell me what a laundromat is like. (Sample responses)

Now think about the buttonmat. How does it work and what does it do to buttons? (Sample student responses) Do you think the laundromat and the buttonmat are the same? If you can think of one way they are the same raise your hand.

*As the children suggest ways that they are the same, list them where the two circles intersect.*

Now think of ways that they are different.

*Again sample student answers but this time write the characteristics in the appropriate circles, not where they intersect.*

*At the conclusion, review with the students the ways they are different and similar.*

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Art

*Have the children make "Beautiful Button Bills." Using dollar bill size pieces of paper, have each child decorate them with button drawings. Write a note to parents that they should exchange these bills with the child at home when they want the child to cooperate in doing something at home.*

*In an art center, have the children brainstorm types of buttons. Using large round pieces of paper, have the children decorate the buttons with found materials and then come up with a creative name for their type of button, indicating what kind of clothing it might be worn on.*

### Math

*In a math center, take drawing paper and divide it into ten columns, numbering the columns from one to ten. Have the children fill the columns with the appropriate number of buttons for each column. After you have checked them, the children could paste them on the paper.*

### Language Arts

*In a discovery/science center, have the children work with a large collection of buttons, creating categories such as large buttons, small buttons, two hole buttons, four hole buttons, etc. and classifying the buttons into these categories. Have them describe to you what categories they worked with and how many buttons they found (if at their appropriate level).*

### Role Play

*Have the children recall what the individual jobs of the animals were in the buttonmat. Then have them role play in teams each of the birds and animals. Encourage them to talk to each other as they might have talked while they worked. Emphasize the fact that Bingo's creative idea of a buttonmat would not have worked if the animals didn't cooperate.*

### Science

*Talk about how some things that they are familiar with, such as cars, etc., are made on assembly lines. Talk about how the assembly line concept helps to save time and how good you become at a job if you have to do it many, many times.*

### Art

*Using four children in a team, make a beautiful button badge in assembly line fashion as follows:*

*Child 1: picks out color of paper and picks up a small circle pattern.*

*Child 2: cuts out a circle from the paper using the pattern.*

*Child 3: decorates the badge.*

*Child 4: puts a pin in the badge.*

*Continue this way until all four badges are made.*

# TEACHER'S RESOURCE BOOK

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*Continue this way until all four badges are made.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE COTTON CANDY CAPER

### Story Synopsis

*THE MAIN IDEA is that while candy may not be good for children's teeth, it can't hurt birds. Cathy, the dentist, tells Mr. C his cotton candy is giving children cavities. Mr. C vows to stop making cotton candy forever. Mr. C's friend, Corky Crow, tries to tell Mr. C that the birds love cotton candy and it can't hurt them. In the end, all is resolved and several object lessons are learned.*

### Values Taught

*Health, truthfulness, appreciation for listening to others*

### Lesson Objectives

*After listening to the story, the students will be able to understand cause and effect as it relates to the story by completing unfinished sentences orally.*

*Students will begin to recognize the initial hard "C" sound by relating Mr. C to his cotton candy.*

### PRE-READING

#### Special Words:

Caper — a trick or a fun adventure

*In order to motivate the children, you may wish to say the following:*

*How many of you have ever been to the dentist? What did the dentist do to you during your visit? (Sample student responses) Why does the dentist examine your teeth? (The dentist wants to see if you have any cavities) What are cavities? (Cavities are holes in your teeth)*

*If you can think of one thing that causes cavities, show me your smiling teeth.*

*Give sufficient "wait time". Children should be showing you their smiling teeth. Sample student responses until someone talks about candy.*

*Listen to the story and when we finish tell me how Mr. C tries to help people have healthy teeth.*

*Mr. C also knows some magic words. I'm going to teach them to you. Whenever Mr. C says them, you say them too. His magic words are "Canna, canna, coo, coo."*

### READING THE STORY

#### Introduction

*Today's story is called *The Cotton Candy Cap*. A caper is a trick. Let's read to find out what kind of caper happens.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read you may wish to ask questions such as:*

P. 1 L

What does Mr. C have? (A magical cotton candy cone)

Let's all say the magic words together.  
(Canna, canna, coo, coo)

*Note: Every time the magic words appear in the story, encourage the children to say them with you.*

L

What happens when Mr. C says his magic words?  
(Cotton candy pops out of his cone)

P. 2 L

What does Cathy tell Mr. C about the children?  
(The children have cotton candy cavities)

P. 4 C

Can you think of other foods that might cause cavities?

L

Why can't Mr. C change the cotton candy? (The cotton candy comes from the cone when Mr. C says the magic words)

P. 6 L

What does Mr. C decide to do? (To stop making cotton candy) What does Corky Crow want to do? (To continue making cotton candy for the animals)

P. 8 I

How do you feel when someone doesn't listen to you?

L

What does Corky Crow do after Mr. C goes to sleep? (Corky Crow takes the cotton candy cone out of the closet, flies away, and then returns it before Mr. C awakens)

P. 10 C

Why is Mr. C surprised to hear Cathy's story?

P. 12 L

Who else besides Mr. C knows the magic words? What are the magic words?

P. 14 I

How would you feel if you were Mr. C? (Accept all responses)

P. 16 C

Why do you think Mr. C will be able to follow Corky now? (Accept all responses)

Let's see if you are correct.

# TEACHER'S RESOURCE BOOK

P. 18	C	How does Mr. C find Corky? (By following the cotton candy trail)
P. 20	L	What does Mr. C hear? (His magic words, "Canna, canna, coo, coo") Let's all say them.
P. 22	L	Who is waiting when Corky comes home? (Mr. C)
	I	How would you feel if you were Mr. C? (He is angry at Corky for not listening to him) How do you think Corky is feeling?
P. 24	C	Why is Mr. C disappointed in Corky?
P. 26	L	For whom does Corky make the cotton candy? (The birds)
	L	Why is it all right to make cotton candy for the birds? (Birds do not have teeth and therefore can't get cavities)
P. 28	L	What happens when Mr. C says the magic words this time? (A tiny bird-size piece of cotton candy appears)
P. 30	L	Why is the cotton candy only for the birds? (Because the birds can't get cavities)
	C	Are there any other animals who might eat cotton candy and never get a cavity? (Any animal without teeth. Name some)

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to say the following:*

Think about Mr. C's story. Sometimes one thing causes another thing to happen.

I am going to read some special sentences. I want you to finish each sentence. Remember what happened in the story. If you can finish the sentence, raise your hand.

*Read aloud the following incomplete sentences, one at a time, allowing sufficient "wait time" for most of the children to think of an answer.*



# TEACHER'S RESOURCE BOOK

When Mr. C said "Canna, canna, coo, coo" to his cone . . . .

When the children ate cotton candy with too much sugar in it . . . .

When Mr. C didn't listen to Corky . . . .

When Mr. C made little cotton candy balls and stuck them to the cone . . . .

When Corky flew in the window and saw Mr. C waiting for him . . . .

When Corky was finally able to tell Mr. C that birds don't have teeth and therefore couldn't get cavities, it causes . . . .

Finally, when Mr. C said "Canna, canna, coo, coo" to the small pieces of magic cone . . . .

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Science

*In a science/discovery center, have the children make their own bird feeders. Have them coat the cardboard tubes which come in the center of paper towels or toilet tissue with peanut butter and then roll in bird seed. Have them hang the bird feeders on trees outside their window or outside the classroom and see the kinds of birds that stop to eat.*

### Art

*Have the children create a cotton candy trail for Mr. C. On a sheet of drawing paper have the children draw a small Mr. C on one side of the paper and a small Corky on the other side. Have the children create a trail from one side of the paper to the other using tiny pieces of cotton pasted on the paper. Encourage the children to use their creativity rather than a straight line to get to the other side.*

### Living Skills

*Remind the children how important it is to listen to what other people are saying. Play a listening game. Say a sentence to the children and have them repeat exactly what you have said. Then have them tell you what you mean.*

### Health

*Invite a local dentist to come to the classroom and talk about the causes of cavities. Encourage the dentist to bring copies of x-rays so the children can see what cavities look like in teeth. Write an experience story about the dentist's visit.*

### Character Development

*Discuss the importance of telling the truth. Have the children recall a time when they told the truth even though it wasn't easy to do. Write a story with the class on why it is important to tell the truth.*

*Talk about how Mr. C cared about Corky. Ask the children to think about someone they care about. Have them draw a picture of the person and dictate or write a sentence or two about why they care about the person.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — A DOZEN DELICIOUS DOUGHNUTS

### Story Synopsis

*THE MAIN IDEA is one of cooperation. We discover how doughnuts are still doughnuts even without a hole. A dozen doughnuts without holes run away and try to sell themselves to Mr. D's customers. No one seems to think they are doughnuts. By working together with Mr. D, they create the jelly doughnuts.*

### Values Taught

*Truthfulness, courage, cooperation*

### Lesson Objectives

*After listening to the story, the students will remember the facts of the story by identifying statements about the story.*

*Students will become familiar with the "D" sound in the initial position by relating it to Mr. D's delicious doughnuts.*

### PRE-READING

*Have a doughnut in a bag; make sure the doughnut has a hole. In the beginning, don't let the children know what is in the bag.*

*In order to motivate the children, you may wish to say the following:*

#### Special Words:

Dozen — a group of twelve

Dispatch — to send

Dainty — small, neat

*I have something special in this bag. It is something that is very delicious to eat. I will give you some clues. I want you to act like detectives and guess what's in the bag. After I give a clue, if you think you know the answer, raise your hand.*

*Give the children clues starting with more general ones and leading to more specific ones if the children don't guess right away.*

*Hold up the doughnut for the children to see.*

*I want you to describe this doughnut for me. What do you see?  
(Sample student responses)*

*In today's story, Mr. D works with the doughnuts to solve a problem.*

*Listen carefully so you can discover what decision they make that solves the problem.*

### READING THE STORY

#### Introduction

*Our story is called *A Dozen Delicious Doughnuts*. How many things are in a dozen? (Twelve)*

*The doughnuts look like they are running away. Let's find out why.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | What did every doughnut have? (A hole)   |
| P. 2  | I | How do you think you'd feel if you were dipped and dabbed?   |
| P. 4  | C | If there are a dozen doughnuts in the box, how many is that?   |
| P. 8  | L | The dainty doughnut is the smallest one. What doesn't she want? (She doesn't want a doughnut hole. Discuss the word "dainty.")       |
| P. 12 | C | Why do you suppose the doughnuts had pretended to like having holes? (Accept all responses)  |
|       | I | How do you think Mr. D is going to feel when they tell him their decision? (Accept all responses)                                    |
| P. 14 | C | Why do you think Mr. D believes that a doughnut must have holes? (Habit, conformity, tradition. Accept all responses)                |
| P. 16 | L | Why doesn't the lady believe they are doughnuts? (Because they do not have holes)  |
| P. 20 | C | "Dispatches" means to send them on their way.<br>Where might a dispatcher work?  |
|       | C | How do they discover the doughnuts? (By sniffing and whiffing)   |
| P. 22 | L | Why is Mr. D disappointed? (Because he thinks doughnuts should not be seen without a hole)   |
| P. 24 | C | What do you think Mr. D's solution to the problem will be? (Accept all responses)  |
| P. 26 | L | What kind of doughnuts can they be? (Jelly doughnuts)  |
| P. 28 | L | How will they keep the jelly from falling off? (They will cooperate and work in two's)   |
| P. 30 | C | Do you think Mr. D would have solved the problem without the help of the doughnuts? What do we call that kind of help? (Cooperation) |

# TEACHER'S RESOURCE BOOK

## ASSESSING THE OBJECTIVE

*Distribute circles made out of construction paper to the children.*

*To make sure the children understood the story, you may wish to say the following:*

Now I want you to be detectives. I am going to read a sentence to you. If it happened in the story, I want you to raise your "pretend jelly doughnut."

If it didn't happen in the story, hold your "pretend jelly doughnut" in your lap.

*Read the following to the children:*

Mr. D decorates doughnuts.

The doughnuts didn't want to get holes.

The doughnut dentist got mad at the doughnuts and yelled at them.

When it got dark, Mr. D got worried about the doughnuts.

The doughnuts made a decision to cooperate in order to solve their problem.

The people didn't like the jelly doughnuts.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Language Arts

*Arrange a trip to a local doughnut shop. Have the children observe how the doughnuts are made. When you return to class write a group story about your experience.*

### Art

*Decorate "pretend doughnuts." Cut doughnut forms out of cardboard and have the children decorate them with "found" materials. Then have the children describe their new design of doughnut to the rest of the class, encouraging them to convince the class that their doughnut is the most delicious.*

### Math

*In a math center, have the children group manipulative materials in groups of a dozen. Have them draw a picture of their dozen.*

### Language Arts

*Have the children write or dictate the story about "My Favorite Kind of Doughnut." Encourage the children to use very descriptive words.*

# TEACHER'S RESOURCE BOOK

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## **Art**

*In an art center, have the children experience painting by only using dips and dabs.*

## **Drama**

*In a role play center, have the children pretend that they are going to a doughnut shop. Have one of the children try to convince the others to buy this new kind of doughnut without a hole.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE EXERCISE EXPERT

### Story Synopsis

*THE MAIN IDEA* of Miss E's story is how she shows a baby elephant to become important. Egbert, a young circus elephant with nothing to do, seeks out Miss E for advice. He is so bashful, he feels the need to disguise himself in order to talk with Miss E. The disguises, and Miss E's coaching, lead Egbert to stardom.

### Values Taught

*Love, health, resourcefulness, persistence*

### Lesson Objectives

*After listening to the story, the students will be able to recall the three things Egbert did to entertain at the circus by describing them orally and demonstrating them.*

*Students will begin to recognize the short "E" sound in the initial position by hearing it used frequently in the story.*

### PRE-READING

*To motivate the children, you may wish to use the following:*

How many of you have ever been to a circus or seen pictures of one?

### Special Words

Expert — someone with a special skill

What are some of the things you might see?  
(Sample responses)

What are some of the animals that you might see in a circus? (Sample responses making sure that elephant is one of the animals mentioned)

What things might you see an elephant do at the circus? (Accept all reasonable responses)

Miss E has an elephant friend at the circus. His name is Egbert. Today we are going to read a story about how Miss E helps Egbert feel better about himself.

### READING THE STORY

#### Introduction

*Show the children the cover of the book. Read the title to them.*

Think about the word *expert*. Tell us what you think the word means.

An *expert* is someone who is very good at what he or she does. Look at the cover. Who do you think the Exercise Expert is? (Miss E)

From what I told you before, who do you think is looking in the door? (Egbert the elephant)

Let's read to find out how Miss E helps Egbert feel better about himself.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |   |
|-------|---|---|
| P. 2  | L | What is Miss E an expert at? (Exercising)   |
| P. 4  | L | How do you think Egbert feels about Miss E?<br>(He likes her a great deal)  |
|       | C | How do you know that? (His tail goes swish swash and his heart goes pit-a-pat)                                    |
| P. 6  | L | Why did Egbert go to Miss E's house? (Because he wanted to surprise her)  |
|       | I | How would you feel if you came home and found an elephant in your house?<br>(Accept all responses)                |
|       |   | Let's read on to see what Miss E does.  |
| P. 8  | L | Why did Egbert hide under the table? (Because he was bashful)   |
|       |   | Let's see how Miss E fixes the table.   |
| P. 10 | I | If you were Egbert hiding under the table how would you feel?   |
|       | L | What does he do next? (He pretends to be a lamp)  |
| P. 12 | L | Why didn't the table rock anymore? (Egbert wasn't hiding under it anymore)  |
|       | L | What does Miss E think the lamp cord is? (Egbert's tail)  |
|       | C | How do you think Miss E will try to fix it? (Accept all responses)  |
| P. 14 | C | Do you think Egbert has a good idea when he pretends to be a lamp? Why?   |
|       | I | Show me how you'd pretend to be a tree. (Call on 2 or 3)  |
| P. 16 | L | What happened to his hiding place? (It disappeared)   |
| P. 18 | L | Where does Miss E think she saw Egbert before? (He looks like a wonderful lamp she had)                           |
|       | I | Why doesn't Egbert talk to Miss E? Can you remember when you were too bashful to talk? Why do you think that was? |

# TEACHER'S RESOURCE BOOK

P. 20	L	Why is Egbert excited? (He knows Miss E likes him)
	L	How did Egbert say he would entertain Miss E? (First he would be a table, then a lamp and then a tree)
P. 22	L	Why did Miss E bring Egbert back to the circus?
	L	Why did Miss E drop her exercise barbell? (Egbert startled her)
P. 24	L	Why didn't Egbert want to go back to the circus? (He said no one needed him there and that he didn't have anything to do)
	C	Why do you think Miss E tells Egbert that he must wait until he is older? (Sometimes older people get more important things to do)
P. 26	C	What do you think Miss E's plan might be? (Accept all responses)
P. 28	L	Why doesn't Egbert run away anymore? (He is a famous circus entertainer)
	L	How does Egbert entertain? (He hides under a tablecloth and pretends to be a table. He wears a lampshade and pretends to be a lamp. He covers himself with branches and pretends to be a tree)
P. 30	C	Why do you think he has a picture of Miss E in his dressing room? (She helped make him feel more important in the circus)

## ASSESSING THE OBJECTIVE

*To make sure the children understand the story, you may wish to use the following:*

I want you to think about Egbert in the story. Miss E helped Egbert do some new things in the circus so he would feel more worthwhile. In a moment, I am going to ask you to tell me one of the things that Egbert could do. I am going to ask you all to then pretend that you are Egbert. Show me how Egbert might look when he was performing in the circus.

*(After sufficient "wait time" call on a child to act out one thing. Then ask all the children to stand up and demonstrate what they think Egbert might look like. Accept all physical responses. You might ask individual children to explain why they chose a particular pose. Repeat with the other activities that Egbert did.)*



# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### **Dramatization**

*Have an entertainment extravaganza. Have the children share their talents with each other. Make sure that all children have the opportunity to share in some way.*

### **Health**

*Have a daily exercise session with Miss E. Encourage the children to make up new exercises and teach them to the rest of the class.*

### **Language Arts**

*Cut out a paper exercise barbell for each child. Read a list of words which would include words with an initial short e sound from the story such as exercise, Egbert, entertain, etc. Ask each child to raise his/her barbells only when they hear a word which begins with a short 'e' sound.*

### **Language Arts**

*In a writing center, encourage the students to write a story, "If I were an entertainer at the circus, I..."*

### **Self Image**

*Create a class "Expert Chart." Have the children tell what they can be an expert at in the classroom. Encourage the children to ask the experts for help when they need assistance during the day. Encourage all children to find some area to be an expert in.*

### **Music Appreciation**

*In a listening center, have the children listen to Saint-Saens "Carnival of the Animals". Have them draw pictures or move to the music based on what animals the music sounds like.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — FANTASTIC FUNNY FEET

### Story Synopsis

*THE MAIN IDEA of this story is that we don't need fancy things to make us special — we are fine just as we are. Freddie is closing his Fantastic Footwear shop. Why? The Mayor of Letter People Land wants to know too. She learns that Freddie is exhausted. Mr. F comes in every day to find Fantastic Footwear but never buys anything. The Mayor takes charge and before she is through, everyone is more than satisfied.*

### Values Taught

*Creativity, resourcefulness, opportunity, self-worth*

### Lesson Objectives

*After listening to the story, the student will be able to recall the details of how the Mayor tried to make Mr. F's feet fantastic by describing the materials she tried to use.*

*Students will have the opportunity to hear the "F" sound in the initial position by relating Mr. F to words such as feathers, flowers, feet and fantastic.*

## PRE-READING

### Special Words:

Fantastic — amazing, wonderful

*To motivate the children, you may wish to say the following:*

*Close your eyes. Imagine yourself in a shoe store. What might you see there? When you want to tell what you see, put out your foot and wiggle it.*

*Give children sufficient "wait time."*

*What are some things that you might do in a shoe store? (Sample responses)*

*Our friend, Mr. F, loves to go to the shoe store, but the man who runs the store isn't very happy to see him.*

*Luckily, the Mayor of Letter People Land has some good ideas. When you think you know how she's going to make Mr. F happy, put out your foot and wiggle it.*

## READING THE STORY

### Introduction

*Show the children the book cover.*

*What do you see on the front cover of the book? (Mr. F)*

*What do you notice about Mr. F? (His feet, his colors, his flowers, etc.)*

# TEACHER'S RESOURCE BOOK

*Read the title, pointing to the words as you say them.*

The title of the story is *Fantastic Funny Feet*.

What kind of feet is this story about? (Fantastic funny feet)

Think about the word fantastic. What do you think it means? (wonderful, special, exciting). Who do you think has fantastic funny feet? (Mr. F) Let's find out more about Mr. F and his fantastic funny feet.

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

- |              |          |   |
|--------------|----------|---|
| <b>P. 1</b>  | <b>L</b> | What is the mayor trying to find out? (Why Freddie is closing his store)  |
|              | <b>L</b> | What does the mayor see in the window of the Feather Fashion Shop? (Felicia; a feather hat)   |
| <b>P. 2</b>  | <b>I</b> | Look at the hat very carefully. I cannot see the picture of the hat. Tell me everything you can about the hat. Use words that will help me see the hat without a picture. |
| <b>P. 4</b>  | <b>L</b> | Describe what Flora is putting on her horse.<br>(Different color flowers, ribbons, streamers)   |
| <b>P. 6</b>  | <b>C</b> | What does Freddie mean when he says he's "going out of business?"   |
| <b>P. 8</b>  | <b>L</b> | What does Mr. F want Freddie to do? (He wants Freddie to make his funny feet fantastic)   |
|              | <b>I</b> | How does Freddie feel? (Upset, because he can never please Mr. F)   |
| <b>P. 10</b> | <b>I</b> | Why do you think you might like to have the mayor help you in the store?  |
| <b>P. 12</b> | <b>C</b> | How can the mayor make footwear you can water?  |
| <b>P. 16</b> | <b>L</b> | What did the mayor use to make the footwear you can water? (The flower streamers)   |
|              |          | Why doesn't Mr. F want to buy footwear you can water? (He doesn't think footwear you can water makes his funny feet fantastic)  |

# TEACHER'S RESOURCE BOOK

P. 18	L	What kind of footwear does Mr. F want next? (Footwear that tickles)
	I	The mayor has a problem to solve. How do you think she will make footwear that tickles?  Let's read on to find out.
P. 20	C	Why does the mayor want the feather hat?  Let's read and see if we are correct.
P. 24	I	How do you think Freddie feels?
P. 26	C	How does the mayor want to use the mirrors?
P. 28	I	Have you ever looked all over for something and found it right in front of you? How did you feel?
P. 30	L	What did Mr. F finally buy in the shop? (The mirrors)

## ASSESSING THE OBJECTIVE

*Distribute a piece of paper to each child. Have crayons ready for their use.*

*To make sure the children understood the story, you may wish to say the following:*

The mayor tried to make Mr. F's feet fantastic. Let's draw three feet on your paper, like this.

*Demonstrate model on the board.*

Now remember how the mayor tried to make Mr. F's feet fantastic the first time. When you know, tell the person next to you.

Good. Let's decorate one foot with flowers.

*Proceed in the same manner with another foot and feathers.*

Finally the mayor makes Mr. F realize his funny feet are fantastic without changing them.

If you remember how the mayor did this, put a smile on your fantastic face. (Children should be smiling. Sample responses)

Good. Now draw Mr. F's fantastic funny feet.

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Role Playing

*In a dramatic play center, have the children role play, pretending they are Mr. F and the mayor in the Fantastic Footwear Shop. Encourage the children to think of their own ideas for "fantastic funny feet."*

### Living Skills

*Create a classroom chart — Our Fantastic Feats. Explain to the children that feats are achievements or tasks. Generate a list of individual "feats" the children accomplish, i.e., learning to tie shoes, knowing address and telephone number, writing names, etc.*

### Language Arts

*Write an experience story. Have the children retell Fantastic Funny Feet in their own words.*

### Self Image

*Play a circle game: Write each child's name on a piece of folded paper and put into a bowl. Have a child choose a classmate's name from the bowl. When a child has picked a name have him/her tell something special about the classmate. Have the child say, "(name) you are fantastic because..." Then the classmate has a turn to choose a name from the bowl.*

### Art

*In an art center, have the children trace their feet and cut them out. Then they may decorate the feet with "found" materials. Have children paste on mural paper. Display the mural calling it, "Our Fantastic Feet."*

### Language Arts

*Take a photograph of each child's face. Paste each picture on a sheet entitled, "I am fantastic!" Have each child dictate a story telling what is special about them. Encourage each youngster to begin to recognize and be proud of his/her own special qualities.*

### Art

*In an art center, using a mirror, have the children draw a picture of their face. Make sure they pay attention to detail (eye color, hair color, freckles, etc.).*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — GOOEY GUM IS NOT FOR CHEWING

### Story Synopsis

*THE MAIN IDEA of this story is that Mr. G's gum is bad for children's teeth. He can make a different gum, but the trick is to find a way to use it.*

### Values Taught

*Health, industry, persistence, cooperation, resourcefulness*

### Lesson Objectives

*After listening to the story, the students will be able to recall the major events in sequence by putting pictures in order.*

*Students will have the opportunity to hear the hard "G" sound in the initial position.*

*Students will begin to understand the importance of healthy habits.*

## PRE-READING

### Special Words

Ingredient — a part of a mixture used to make something, as a cake

Customer — a person who shops at a store or buys things from a seller

Gleefully — happily

Enormous — very big

Billboard — a huge sign

*To motivate the children, you may wish to say the following:*

*Pretend you are all grown up. You have a job making things that people buy. Someone tells you that what you are making is not good for boys and girls. How do you feel? What will you do?*

*Give the children a chance to think about the question and then respond.*

*That's what happened to Mr. G in today's story.*

*As you listen to the story, try to discover how Mr. G turns a bad situation into a good one.*

## READING THE STORY

### Introduction

*The title of today's story is *Gooey Gum is Not For Chewing*.*

*Point to the words in the title as you read them.*

*What do you think Mr. G is making in those big pots? (gooey gum)*

*Why do you think the title says gooey gum is not for chewing? (Accept all responses)*

*Let's begin to read and find out why gooey gum is not for chewing.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read you may wish to ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | What do people make with the gooey gum after they buy it from Mr. G? (They make chewing gum)                               |
| P. 2  | L | What does the dentist tell Mr. G? (That gooey gum is not good for children's teeth)  |
|       | I | How do you think Mr. G feels when he hears the news? Show me you your faces. (Children should show sad or concerned faces) |
| P. 4  | L | What does Mr. G do? (He makes the gooeyest gum he has ever made)   |
| P. 6  | C | What do you think will happen next? (Accept all responses)   |
| P. 8  | C | Why won't the people buy the new gooey gum? (Because they don't know how to use it)  |
|       | L | Where does Mr. G go? (To the Gala Go-Kart Race)  |
| P. 10 | L | What is wrong with Gail's Go-Kart? (The Go-Kart has a crack in the gas tank)   |
|       | C | How do you think Mr. G will fix the Go-Kart? (Accept all responses)  |
| P. 12 | L | What does Mr. G use to fix the crack in the gas tank? (His new gooey gum)  |
|       |   | Let's read on to find out what happens.  |
| P. 16 | C | Why is Gail happy? (The new gooey gum fixed the crack and Gail won the race)   |
| P. 18 | C | How do you think Mr. G will help Gilda Goose?<br>(He will use his gooey gum to fix the cracks in the eggs)                 |
| P. 20 | L | What does Mr. G want to do with the gooey gum? (Fix the broken eggs)   |
| P. 22 | I | How would you feel if you were Gilda Goose?<br>(Happy because her eggs are fixed)  |

# TEACHER'S RESOURCE BOOK

P. 24	C	Why won't people buy Mr. G's new gooey gum?
	I	How does Mr. G feel? (He's sad because he will have to go out of business)
P. 28	C	What do you think Gail and Gilda did to get the people to buy the new gooey gum? (Accept all responses)
P. 30	C	Why did the people buy the new gooey gum? (Because they read the sign and realized the new gum was great for gluing)

## ASSESSING THE OBJECTIVE

*Duplicate small pictures of symbols which represent teeth, Go-Kart, eggs and a billboard sign. Distribute a set of the four pictures in random order to each child.*

*To make sure the children understood the story, you may wish to say the following:*

I want you to take a minute to think back to the story. Picture the story in your mind in the order it happened, from the beginning to the end.

*Distribute picture sets to each child.*

Each of you has four pictures. One is a picture of a Go-Kart, reminding us of when Mr. G helped Gail at the race. Another is a picture like the sign Mr. G's friends made in order to help him sell his new gooey gum. One picture shows teeth to remind us of the dentist who came to see Mr. G. Finally, one picture shows the eggs which Mr. G fixed with his new gooey gum.

I want you to think about which event happened first in the story. Mr. G's visit to the Go-Kart race, the dentist visiting Mr. G, the sign to help Mr. G sell his new gooey gum, or Mr. G fixing the cracked eggs. Whichever you think happened first in the story, pick the picture which represents that event and hold it up so I can see it.

*Monitor student responses. Repeat with the remaining events.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Health/Art

*Create a class "Healthy Habits" book. Have each child draw a picture of something which will keep him/her healthy (brushing their teeth, eating a healthy snack). Have each student write or dictate a sentence describing his/her book to share with other classes or the library.*



# TEACHER'S RESOURCE BOOK

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## **Health**

*Have a "Gooney Gum Is Not For Chewing Day." Discuss possibilities for healthy snacks which could substitute for gooney gum. Make an assortment of the snacks. Encourage the children to try snacks they have never tasted.*

## **Math**

*Have the children cut out pictures of healthy snacks and paste them on paper. Have the children count the number of snacks they find. Write the appropriate number on the paper.*

## **Language Arts**

*Brainstorm uses for Mr. G's new Gooney Gum. Encourage youngsters to expand their thinking. Make a list of all their ideas.*

## **Health**

*Invite a local dentist to discuss dental health. Write a group story about what the children learned from the dentist's visit.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — HAT HELPERS HULLABALOO

### Story Synopsis

*THE MAIN IDEA of this story is that, although helping is good, you should help at appropriate times. Mr. H has lots of hats. They are eager to help and busily seek out people whom they think need their services. Somehow their help is unappreciated. Mr. H realizes that people should be seeking out the hats, not vice versa. It makes for a happy solution.*

### Values Taught

*Ingenuity, cooperation, accomplishment*

### Lesson Objectives

*After listening to the story, the students will be able to identify how one event caused another by stating what happened when each of the hats in the story went to help someone.*

*Students will have the opportunity to hear the "H" sound in the initial position by relating Mr. H to the words "hat" and "help."*

## PRE-READING

### Special Words

Hullabaloo — a noisy confusion

*To motivate the children, you may wish to say the following:*

*Imagine that your Mom or Dad is cooking dinner in the kitchen and you decide to help. While you are helping, you pour the milk on the counter and drop an egg on the floor. Think about what your Mom or Dad might say to you.*

*Give children enough "wait time" to think about it and then continue. Call on several children to act out what their mother or father might say.*

*Sometimes when we try to help it doesn't always come out just right.*

*That's exactly what happens to Mr. H's hats. It seems they get into trouble without meaning to, but Mr. H figures out how to solve the problem.*

*Let's listen to *Hat Helpers Hullabaloo* to hear what trouble the hats get into and how Mr. H helps them.*

## READING THE STORY

### Introduction

*Show the children the book and point to the title words as you read them.*

*Today's story is *Hat Helpers Hullabaloo*.*

*Who do you see on the cover? (Mr. H and hats)*

# TEACHER'S RESOURCE BOOK

What kind of hats do you see? (Accept types of hats that are represented on the cover. Encourage the children to use descriptive words when talking about the hats)

The title tells us that there is some kind of "hullabaloo." Can you think about what the word hullabaloo might mean? (Reinforce responses which tie in with the concept of an uproar or confusion of some kind.)

Listen to the story and when you think you know how the hats cause a hullabaloo put your hand on your head.

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, you may wish to ask questions such as:*

**P. 1      L**

Why is Mr. H concerned about his hats? (They are always in trouble)

Let's read on to find out what kind of trouble.

**P. 2**

*(After reading, show the children the illustration.)*

**I**

There are three of Mr. H's hats in the picture. If you can describe one of the hats, put your hand on your head.

*Call on several children to describe the hats. Reinforce the concept of heart, hat, helmet, and high hat by repeating this with the children emphasizing the "H" sound in the initial position.*

These three hats must be the ones that get into trouble. I wonder what they do?

**P. 4      L**

Why did Higgins High Hat think the pilot needed his help? (Because he lost his hat)

**P. 6      C**

Do you think the pilot needed flying lessons? (No)

Why not? (He wasn't the reason the plane crashed)

**I**

What caused the plane to crash? (Higgins High Hat covered the pilot's eyes and he couldn't see)

# TEACHER'S RESOURCE BOOK

- P. 8**      **I**      How do you think the pilot felt? (Accept all responses)
- Let's read on to find out.
- How would you feel if you were the pilot?
- P. 10**      **L**      Why did Higgins High Hat think he was helping the pilot? (He thought the pilot needed a hat. He didn't realize that he was covering the pilot's eyes and making the plane crash)
- P. 12**      **C**      Think about what might happen next. If you have an idea put your hand on your head. Give "wait time" for most of the children to put their hand on their head. Take a moment and tell the person next to you what you think might happen. (Sample some of the children's responses. Accept all responses)
- P. 14**      **L**      Which hat goes to help the baseball player? (Hildy Heart Hat)
- P. 16**      **I**      How do you think the player felt? (Accept all responses)
- P. 18**      **L**      Who did Hildy Heart Hat think caused the problem? (The baseball player, because he dropped the ball)
- P. 22**      **I**      What do you think will happen to the cook? (Accept all responses)
- P. 25**      **L**      What happened to the cook? (All the hats plopped on his head. He dropped the food)
- P. 26**      **C**      Have you ever tried to help someone and nothing went right?  
What happened? How did you feel?
- C**      What did Mr. H mean when he said, "My hats cannot look for people. People must look for them.?"
- P. 30**      **C**      Do you think Mr. H had a good idea? Why?
- Pretend that you are the hats. Show us on your face how you would feel when you come home to Mr. H's house. (Children should show happy faces. Some may show tired faces)

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to use the following:*

Sometimes things we do make other things happen. The hats made some things happen. I want you to think for a moment about what the hats did each time and what happened because of what they did.

# TEACHER'S RESOURCE BOOK

*Give the children "wait time" to formulate their ideas.*

*I am going to say the name of a particular hat. You think of who that hat went to help and what happened. When you think you know, put your hand on your head.*

*Say the hat name. Call on a child to tell who the hat helped. Have the child call on someone else to tell what happened.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Language Arts

*Post the word "Hullabaloo" and "Hat Helpers" in the classroom. Refer to them when the class is noisy (You seem to be having a hullabaloo) or when someone is being helpful (You are being a hat helper today).*

### Dramatizing

*Plan a "Hat Happening." Have the children wear their favorite hat to school. Give the children the opportunity to describe a classmate's hat to the rest of the class. Encourage the youngsters to use descriptive adjectives.*

### Language Arts

*Write an experience story about "Helping Out at School." Brainstorm with the children ways in which they can be helpful in the classroom and around the school.*

### Living Skills

*Create a classroom "Hat Helpers Chart." Use hat shapes to symbolize jobs around the classroom, also posting the children's names on hat shapes. Change the jobs frequently so everyone gets an opportunity to be a "Hat Helper."*

### Art

*Make a "Hat Helpers Booklet." Create a booklet in the shape of one of the hats in the story with a cover and three pages. Have each child decorate the covers and dictate three ways in which they can help out at home. Send booklets home with a note to parents urging the parents to "cash in" on the "Hat Helper Coupons" in the books when they need help.*

### Math

*In a math center, have the children cut out pictures of hats in magazines and paste on a chart next to their name. This will create a graph. Have each child count to see how many he or she found.*

### Art

*In an art center, have the children create their own hats using paper plates and found material. Have a hat parade.*

### Language Arts

*In a writing center, use donated hats which the children have brought to school. Have the children imagine what kind of person might have worn a particular hat and what happened when he/she wore it. Have them dictate a story about the adventure of the hat.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE INCREDIBLE INVENTOR

### Story Synopsis

*THE MAIN IDEA of this story shows how Miss I invented a wonderful invisible ink which allows the printer to use the same paper many times. However, during the night someone or something is eating the paper. Miss I and a private investigator put their heads together to solve the mystery.*

### Values Taught

*Resourcefulness, creativity, persistence, cooperation*

### Lesson Objectives

*After listening to the story, the students will be able to distinguish events which occurred from those which did not.*

*Students will become familiar with the sound of the short "I" in the initial position through hearing it repeated during the reading of the story.*

## PRE-READING

### Special Words

Incredible — fabulous

Invisible — can't be seen

Invention — a new idea

*To motivate the children, you may wish to say the following:*

Today we are going to talk about two different jobs people may have. The first job is an inventor. If you can tell us what an inventor does, raise your hand.

*Guide the children into an understanding that an inventor makes things which never existed before.*

The other job is an investigator. Who knows what a detective does? An investigator is another word for a detective. Who would like to show us how an investigator might walk around this room? Raise your hand.

*Have several of the children imitate someone walking around the room looking for things. Guide them to the understanding that an investigator looks for clues in order to solve a problem.*

Today's story is about Miss I who is an inventor. She has a problem and needs help to solve it. Let's find out how Miss I solves the problem.

## READING THE STORY

### Introduction

*Show the children the book cover.*

Look at the cover of the book. Who do you see on the cover? (Miss I)

Who do you think the other person might be? (An investigator)

Let's find out how Miss I and the investigator get together.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | C | What does incredible mean? (It means outstanding, special, fabulous)   |
|       | L | What is Miss I's incredible invention? (Invisible ink)   |
| P. 2  | L | Describe what happens to the incredible invisible ink. (Every night the ink becomes invisible on the newspapers. The newspapers become blank)  |
| P. 4  | L | What did Miss I do each morning? (She brought bottles of the invisible ink to the printing plant)  |
| P. 6  | L | What is happening at the printing plant during the night? (Someone is eating the paper)  |
| P. 8  | I | Pretend you are Miss I. What will you tell the investigator when he arrives? (Have several children pretend they are Miss I talking to the investigator. Make sure they say someone is eating the paper late at night) |
| P. 10 | L | What does the investigator discover?<br>(Something is making a crunching noise)  |
|       | C | What do you think is making the sound? (Accept all responses)  |
| P. 12 | L | Has the investigator solved the mystery? (No)<br>Why not?  |
|       | L | What does the investigator discover? (There aren't any fingerprints)   |
| P. 14 | C | Now who do you think might be making the crunching sound? (Accept all responses)   |
| P. 16 | C | Miss I thinks she knows who the crunchers are. What is she going to do? (She is going to invent a new incredible invention)  |
| P. 18 | L | What is Miss I's incredible new invention? (A new kind of ink)   |
| P. 20 | L | Why doesn't the investigator need a flashlight? (The insects glow)   |

# TEACHER'S RESOURCE BOOK

P. 22	L	Who were the crunchers? (Insects)
	C	Why do you think the insects are glowing? (Accept all responses)
P. 24	I	How would you feel if you were a cruncher? Why?
P. 26	L	How did Miss I know that someone was flying in and out of the ink bottles? (There were never any fingerprints on the bottles)
	C	Why do you think it was important to catch the crunchers?
P. 28	L	Why couldn't anyone see the insects crunching? (They had covered themselves with invisible ink)
	L	What did the new ink cause the insects to do? (Glow in the dark)
P. 30	I	Do you think it would be a good thing if you could just eat a cookie that would make you glow in the dark? Why?

## ASSESSING THE OBJECTIVE

*To make sure the children understand the story, you may wish to use the following:*

*Give a capital "I" or a card with an "I" printed on it to each child.*

*Briefly review the story.*

Now I am going to read a sentence. If it is true and it happened in the story raise your letter "I." If the sentence is not true and it did not happen in the story, leave your letter in your lap.

Let's practice together.

Miss I was an incredible inventor. Was that true in the story? Yes, then let's each raise our "I".

Each night the ink on the paper would disappear.

Miss I didn't want to help the printer.

Miss I called the investigator.

The printer knew what was causing the crunching sound.



# TEACHER'S RESOURCE BOOK

Miss I and the investigator cooperated to find the answer.

Miss I and the investigator didn't quit even though at first they couldn't find the answer.

Miss I had to invent something new in order to solve the problem.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Social Studies

*Talk about recycling with the children. If your town has a recycling plan find out about it. Have the children start a school-wide newspaper drive for recycling.*

### Science

*In a science/discovery center, have a display of books or models of insects. Have the children dictate a story about insects they have seen.*

### Social Studies

*Talk about famous inventors and their inventions. Start a classroom chart called "Incredible Inventions." Have the children find out who invented the telephone, electricity, the Letter People and list the inventor and invention on the chart.*

### Art

*In an art center, make invisible ink using lemon juice. Have the children write their names on the white paper with the lemon juice. When they hold it up to the light they should be able to read it.*

### Science

*Have an "Incredible Inventions Day" in your class. Encourage the children to think of a new invention. Have them draw pictures of their invention and describe how it would work.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — JINGLING, JANGLING JOGGERS

### Story Synopsis

*THE MAIN IDEA of this story is for the joggers to create a clean track for running, but not hurt Mr. J's feelings. The junk Mr. J brought was fun at first, but eventually the race course was too jumbled. There is a happy ending.*

### Values Taught

*Pride, sharing, cooperation, honesty, sensitivity*

### Lesson Objectives

*After listening to the story, the children will be able to recall the story line by relating it to a partner.*

*Students will have the opportunity to hear the "J" sound in the initial position by relating Mr. J to his jumbled junk.*

## PRE-READING

### Special Words

Jamboree — a big, happy party, festival, or celebration.

*To motivate the children, you may wish to say the following:*

How many of you know what "jogging" is? (Let one student explain)

Does someone you know go jogging? (Hands)

What do you think a jogger wears?

Well, today we're going to read about a jogger who jingles and jangles. Guess who he is. I want you to listen for a special word; it's called "jamboree." When we get to that word, let's stop and see if we can discover what it means.

## READING THE STORY

### Introduction

Mr. J's book has a fun-sounding title. The title is *Jingling, Jangling Joggers*.

*Point to the words in the title as you read them.*

Let's say the title together. Sometimes words can almost make you hear sounds. What things make jingling, jangling sounds? (Sample student responses)

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, you may wish to ask questions such as:*

- |              |          |   |
|--------------|----------|---|
| <b>P. 1</b>  | <b>L</b> | What does Mr. J do with junk? (He likes to jumble it all over himself)  |
|              | <b>C</b> | Think of the title of the book. What sounds do you think the junk makes? (Jingle, jangle)   |
|              |          | Let's see if you are right.   |
| <b>P. 2</b>  | <b>L</b> | What does Mr. J like to do? (Hop, jump and jog)   |
| <b>P. 4</b>  | <b>L</b> | How do the joggers feel about the jumbled junk? (The joggers think the jumbled junk makes a wonderful sound. The joggers wish they could make the same sound as they jog) |
|              | <b>I</b> | How does that make Mr. J feel? (Very proud)   |
| <b>P. 6</b>  | <b>C</b> | Why do you think Mr. J is going to put some of his junk in his truck? (Encourage all responses)   |
| <b>P. 8</b>  | <b>L</b> | What do the joggers do with the jingling, jangling junk? (They jumble it all over themselves and jog)   |
|              | <b>C</b> | Why do you think Mr. J hides behind the tree? (He wants to surprise the joggers)  |
| <b>P. 10</b> | <b>I</b> | How do you know the joggers are happy? (The story says the joggers laugh and laugh)   |
| <b>P. 12</b> | <b>L</b> | What does Mr. J tell the joggers he will do? (Bring junk to the jogging track every morning)  |
| <b>P. 14</b> | <b>C</b> | Why does Mr. J cause a problem for the joggers? (Mr. J leaves junk all over the track; the joggers can't jog)   |
| <b>P. 16</b> | <b>I</b> | Why does Jill tell Jim not to tell Mr. J about the problem? (Because Jill is afraid Jim will hurt Mr. J's feelings)   |
|              | <b>C</b> | What do you think the joggers should do? (Encourage all responses)  |

# TEACHER'S RESOURCE BOOK

P. 18	C	Why do the joggers think their plan is perfect? (Because they will get rid of the junk without hurting Mr. J's feelings)
P. 20	L	At first, what does Mr. J think the joggers want him to do? (Bring more junk to the jogging track)
	L	What do the joggers really want Mr. J to do? (Clear the track)
P. 22	L	How does Mr. J help each jogger? (Mr. J attaches the junk)
	I	How does Mr. J feel? (Very proud)
		How would you feel?
P. 24	L	What do the joggers decide to do? (Form a club)
	C	Now, what do you think a jamboree is? (A celebration)
P. 26	I	Why don't the joggers tell Mr. J how they feel? (They don't want to hurt Mr. J's feelings)
		Why is it important not to hurt Mr. J's feelings?
P. 28	C	How do you think the joggers solve the problem? (Accept all responses)
P. 30	L	What do the joggers build to solve the problem? (A separate track for jingling, jangling junk)

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to use the following:*

*(Pair the students)* Think about Mr. J's joy.

I want one partner to start telling the story in his/her own words. When I jingle these keys (or anything that will make a jingling noise), I want the other partner to continue Mr. J's story. Each time you hear the keys jingle, it is the other partner's turn. Keep switching until you finish telling the story. I will come around to hear what you are saying.

*Monitor the children's understanding and progress by circulating and listening.*

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### **Social Skills**

*Have a Jumbled Junk Day. Go out onto the playground and, using trash bags, clean up the junk so no one will fall.*

### **Dramatization**

*In a role play center or in front of the whole class, encourage youngsters to role play. What might one child say to another who is bothering him/her without hurting his/her feelings?*

### **Art**

*Encourage the children to chart out a route around the school. They can draw a picture to show where they jog.*

*Make Jingle Janglers. Use small oatmeal boxes. Cover the boxes with construction paper the children have decorated. Fill the boxes with small pebbles or buttons. Seal the tops. Encourage the children to carry the boxes when they jog. Then they can be jingling, jangling joggers.*

### **Language Arts**

*At one point in the story, Mr. J says, "sharing makes me feel happy." Brainstorm with the children why sharing can make someone happy. Write a group story or individual stories about how the children have shared and how sharing made them feel.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE LONGEST KICK

### Story Synopsis

*THE MAIN IDEA of this story is, as Mr. K says, "if you keep trying hard enough, anything is possible."*

*In this story, Mr. K's continued efforts to become a good football kicker contribute to saving Letter People Land from the ravages of flooding.*

### Values Taught

*Persistence, ingenuity*

### Lesson Objectives

*After listening to the story, the students will be able to recall the story by retelling it in their own words.*

*Students will begin to recognize the "K" sound in the initial position by hearing it repeated in the story.*

## PRE-READING

### Special Words

Practice — to do something over and over till you are good at it

*To motivate the children, you may wish to say the following:*

Have your mothers and fathers ever talked about how important it is to practice if you want to become really good at something? (Wait for show of hands)

Is there something you really want to become very good at doing? (Sample responses)

Would you be willing to practice? How long each day do you think you'd have to practice? (Accept all answers)

In today's story, Mr. K wants to become an expert football kicker. He became famous, but not in a football game. When you think you know how Mr. K is going to become famous, kick out with your right leg, but remember, don't kick a person.

## READING THE STORY

### Introduction

*Show the book to the children. Point to the title of the book as you read it.*

Before I read you the title of today's story, I want you to look at the cover of the book. What position on the football team do you think Mr. K wants to have? (Kicker)

What made you decide that? (He just kicked the ball toward the goal posts)

What are the other people on the cover wearing? (Raincoats)

Why do you think that they would be wearing raincoats? (Accept all responses)

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, you may wish to ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 2  | I | Why does the mayor say, "I hope you are careful not to kick anyone." (He might hurt someone because it hurts to get kicked)                                  |
|       | L | What do some people call Mr. K? (Kicking K)  |
|       | L | What is Mr. K practicing? (Kicking footballs)  |
| P. 4  | L | What does the mayor tell Mr. K about the other side of the hill? (That's where Klanksville is located)   |
|       | C | Why do you think Mr. K gets excited when he learns that Klanksville is on the other side of the hill? (He knows that Klanksville has a famous football team) |
| P. 6  | L | How does Mr. K expect to make the football team? (By practicing)   |
| P. 8  | I | If you were Mr. K would you be discouraged?<br>Why or why not? (Accept all responses)  |
|       | L | What does Mr. K say he will keep doing? (He said he will keep trying)  |
| P. 10 | L | What happened in Letter People Land? (A terrible storm hit the land)   |
|       | L | Why doesn't the mayor just call the Klanksville F.D. on the phone? (Phones aren't working)   |
|       | I | What do they mean when they say Letter People Land is in trouble? (It means that because of the storm some of the people might be in danger or need help)    |
| P. 12 | C | What do you think Mr. K's plan is? (Accept all responses)  |
| P. 14 | L | Where do you think Mr. K is taking the people? (To the field)  |
| P. 16 | I | What do you think Mr. K's plan is now? (He will try to kick a football to Klanksville)   |

# TEACHER'S RESOURCE BOOK

P. 18	L	Why does Mr. K need more than one football? (Because if at first it doesn't go over he is going to keep trying)
P. 20	I	Why does Mr. K look sad? (Because the people hurt his feelings)  How would you feel?
P. 22	C	What do you think will happen now? (Accept all responses)
P. 26	L	What helps Mr. K's football to fly so far? (The wind pushes it along)
P. 28	I	Do you think any of the footballs will reach Klanksville?
	C	How else might the people in Letter People Land be saved?
	L	How did the people feel about Mr. K anyway? (They were proud of him)
P. 30	C	Do you think Mr. K ever made the football team?

## ASSESSING THE OBJECTIVE

*Have the children sit in a circle. Have a rubber football available.*

*To make sure the children understood the story, you may wish to use the following:*

I want you to take a moment to close your eyes and think about the story you just heard. (Pause) Try to picture the events of the story in your mind. (Give the children sufficient "wait time" for this.)

I am going to begin to retell the story. Then I am going to toss the football to someone.

That person will continue the story. At some point I will take the football back and toss it to someone else who will continue the story.

We will go on with this until we finish the story. Open your eyes now.

Here we go. Once upon a time a new Letter Person came to Letter People Land. He...

*Toss the football. Change children frequently to allow several children to participate. Vary the direction of your toss so that you don't go around the circle in order. This will increase participation.*



# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Living Skills

*Have children set up individual goals with you. Write them on an individual chart. Help the child plan practice to help reach the goal. Keep track of the progress.*

### Language Arts

*Read THE LITTLE ENGINE THAT COULD to the children. Have them compare that story with THE LONGEST KICK. What are the similarities and the differences?*

### Social Adaptation

*Talk with the class about how important it is to support people who are trying something new or different and difficult for them. Make a list with the children of the kinds of things to say to people who are trying hard. Post this list in the classroom. Encourage them to use these statements with each other. Add to the list as time goes on.*

### Physical Fitness & Math

*Over the course of a few days, have a kick ball contest. On the first day keep track of how far each individual child can kick a football. Give the youngsters time to practice in the next few days. Then check on whether they can kick further. Make a graph of the results with the class.*

### Dramatization

*In a role play center, have the children pretend they live in Klanksville and that they were the ones that found Mr. K's football. Have them act out how they would organize the people to come and help.*

### Science

*In a science/discovery center, have books available about wind. Talk with the children about the good things that wind can do (help Mr. K's football) and the bad things it could do (blowing down trees). Take the children outside and fly a kite with them.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — LOVELY LEMON LOLLIES

### Story Synopsis

*THE MAIN IDEA of this story is that cooperation can solve problems. Everyone on Lolly Lane loves Mr. L's round lollies. However, we learn how lollies can create confusion. Mr. L and his neighbors work together to find a solution, and the solution is a stick.*

### Values Taught

*Cooperation, love, creativity*

### Lesson Objectives

*After listening to the story, the students will have the opportunity to use their imaginations to come up with an alternate solution to the problem that Mr. L's lollies created.*

*Students will begin to recognize the "L" sound in the initial position by hearing it used frequently in the story.*

## PRE-READING

### Special Words

Tournament — contest

*To motivate the children, you may wish to say the following:*

*Do you like lollies? What flavor? What flavor do you think these are? (Show the cover of the book) How can a lolly be bad for you?*

*In this story a lolly causes confusion. When we get to a place in the story where you think a lolly causes confusion, hold up your hand.*

*After we read the story, I am going to ask you if you can solve the problem in a different way. Listen carefully and use your imagination.*

## READING THE STORY

### Introduction

*The title of today's story is *Lovely Lemon Lollies*. (Point to the title as you read it.) Look at the cover of the book. What do you see? (Mr. L; a house full of lollies)*

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L** = Literal Thinking

**I** = Interpretive Thinking — (Affective domain, Text interpretation)

**C** = Critical Thinking

*Read the story to the children. As you read, you may wish to ask questions such as:*

**P. 1**      **L**

*How do the people on Lolly Lane feel about Mr. L? (They love Mr. L)*

# TEACHER'S RESOURCE BOOK

P. 2	L	What kinds of lollies does Mr. L make? (Large and little, from lemon juice)
P. 4	L	What do the lollies do? (The lollies leap out of Mr. L's windows)
	I	How do the people feel about the lollies? (They love them)
		How do you feel about lemon lollies?
P. 6	L	Why is Lovely Lady Lark Bird rushed to the hospital? (Because she is tired from sitting on an egg for months and months)
	C	Why do you think the egg won't hatch?
P. 8	L	Who does Lilly Long call to help her? (The Lolly Lane Lookers) Why?
	C	What do you think is in Lady Lark Bird's nest? (Accept all responses)
		If you think that we've reached a point where the lollies cause confusion, hold up your hand.
P. 10	L	What do the Lolly Lane Lookers discover in the nest? (A little lemon lolly)
P. 12	I	Why do you think Mr. L feels upset? (He loves Lady Lark Bird and doesn't want his lollies to cause her to be in the hospital)
	C	Why do you think Mr. L decides to stop making lollies?
P. 14	L	What size lollies does Mr. L make now? (Large lemon lollies)
	C	What kind of problems do you think the large lemon lollies may cause? (Accept all responses)
P. 16		<i>Explain to the children that when you get a strike in bowling you knock down all the pins. A strike is the best you can do. Compare the strike in bowling to a touchdown in football or a home run in baseball.</i>
	I	What do you notice about Lucky Loopy's bowling ball? (It looks like a large lemon lolly)
P. 18	L	What happens to Lucky Loopy's ball? (It breaks into pieces on the bowling alley floor)
	I	How do you think Mr. L feels now? (Mr. L is probably very upset. His lollies are causing another problem)
P. 22	L	What do the Lolly Lane Lookers discover this time? (Lucky Loopy bowled with a lolly and not a bowling ball)

# TEACHER'S RESOURCE BOOK

	I	How do you think Mr. L's friends feel? (They are probably upset that they lost the bowling tournament. They are probably also upset for Mr. L whom they love)
P. 24	I	Why don't the people like Mr. L's solution?
	C	What do you think people will put on the lollies? (Accept all responses)
P. 26	L	Who finally solves the problem? (Lady Lark Bird)
		What will be put on each lolly? (A stick)
P. 28	C	What do you think the people decide to call a lolly with a stick? (A lollipop)
		Let's see if you are correct.
P. 30	I	Why do you think it's a good idea for everyone to become involved and to think of ways to help Mr. L? (Cooperation helps provide solutions)

## ASSESSING THE OBJECTIVE

*Precut a circle for each child out of yellow construction paper. Group the children in groups of three or four.*

*To make sure the children understood the story, you may wish to say the following:*

Let's use our imagination. Let's solve the Lolly Lane problem in another way. The solution the people on Lolly Lane decided upon was only one way to solve the problem.

Let's pretend we live on Lolly Lane. I am going to give each of you a lolly. Talk to each other and figure out other ways you can solve the lolly problem.

Take your time. Give each person a chance to share his/her idea. Then decide which idea the group likes best. Then take a piece of drawing paper and draw your solution to the problem.

Remember, think of many solutions in your group but decide on only one.

*As the children are discussing their ideas, circulate from group to group monitoring their progress. Bring the whole group together from time to time to point out positive problem solving behavior.*

*When all groups have had an opportunity to decide upon a group solution, have the groups share their ideas.*

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Cooking

*Have a lemon festival. Have the children make fresh lemonade. Write the recipe on chart paper enabling the children to follow along. Encourage everyone to wear lemon colored clothing on the day of the lemon festival. Take some of the lemonade and make frozen lemon lollipops. Use tiny waxed paper cups. Pour lemonade into the cups and place in the freezer. As the liquid begins to freeze insert a popsicle stick into it. Freeze until firm. Remove the cups to serve.*

### Language Arts

*Brainstorm with the children over other problems the lollies could have caused in Lolly Lane. Write key words on lollies cut out of construction paper. Later in the week, have the children pick a lolly and write or dictate a story using the key word.*

### Living Skills

*Discuss with the children what it means when a person takes responsibility for his/her actions. Use Mr. L as an example of someone who takes responsibility for what is wrong. Mr. L does not blame others or make excuses. Write a class letter to Mr. L. Ask the children to tell Mr. L how they feel about the way he acted. Ask the children to tell how they can take responsibility for things in their lives, especially at school.*

### Science

*In a science/discovery center, slice several lemons in different ways (lengthwise, quartered, halved, etc.). Encourage the children to use their senses to discover all they can about a lemon. Have them draw what they discover.*

### Self Image

*Write each child's name on a lollipop cut out of construction paper. Discuss with the children everything they like about themselves. In order to get ideas, encourage the children to think about why the people like Mr. L. Display the lollipops on a bulletin board set up to represent Lolly Lane. Entitle the bulletin board, "Look Mr. L, We Like Ourselves!"*

### Health

*Have a discussion about healthy snacks. Make a list of snacks which are good for children. Call the list, "Mr. L's List of Likeable Healthy Snacks."*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — MEET ME AT THE MARKET

### Story Synopsis

*THE MAIN IDEA of this story shows Mr. M's odd habit of munching food at the market. On Mondays, Mr. M markets. While he markets, he munches. Everyone stops marketing and joins with Mr. M in the munching. The customers love it. Eventually, even the manager loves it.*

### Values Taught

*Rules, honesty*

### Lesson Objectives

*After listening to the story, the students will be able to tell the difference between things that are naughty in the story and things that are nice by identifying things that Mr. M did in his dream.*

*Students will recognize the initial "M" sound by hearing it repeated throughout the story.*

## PRE-READING

*To motivate the children, you may wish to say the following:*

### Special Words

Manager — the person in charge

Munch — to chew

One of my favorite things is to munch. I eat everything I really like. What are some of the things that you like to munch? (Sample student responses)

You can buy many things to munch at a market. How many of you have ever gone shopping at a market with someone in your family? What are some of the things you buy to munch? (Sample student responses)

Mr. M does some strange things in the market. Some of these things are naughty. They are things that we wouldn't do in a market.

While you listen, think about which things Mr. M did which were naughty and which were nice. We'll talk about it when we finish reading.

## READING THE STORY

### Introduction

*Share the title of the book with the children.*

Today's story is called *Meet Me at the Market*. Who do you think Mr. M wants to meet him at the market? (Accept all responses)

Let's meet him at the market and find out.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

P. 2	C	How can Mr. M shop and shop but leave the market without any packages?
P. 4	C	Why do you think the manager is going to change his mind?
P. 6	C	Why do you think Mr. M loves to munch on marshmallows?
P. 8	I	How do you think you would feel sitting on a mound of marshmallows?
P. 10	L	What do the shoppers do with Mr. M? (Munch marshmallows with him)
	C	Do you think this is a naughty thing to do?
P. 12	L	Why can't Mr. Murphy talk? (His mouth is full of marshmallows)
P. 14	I	How would you feel if you were one of the shoppers?
	C	What might you say?
P. 16	L	What happens when he pulls the box of macaroni from the bottom of the pile? (All of the boxes of macaroni begin to tumble down)
P. 18	L	Why does everyone have trouble munching the macaroni? (Because it is too hard)
P. 20	L	How does the manager tell Mr. M to make the macaroni munchable? (By cooking it)
	C	What do you think would happen if you put cooked macaroni in boxes?
P. 22	L	Why did the people who worked in the store follow Mr. M? (They also wanted to munch)
P. 24	I	How do the shoppers feel about munching in the market? (They had a marvellous time) How would you feel?
P. 26	C	Why do you think the manager said, "Oh dear, oh dear?"
P. 28	C	Which is Mr. M's favorite day of the week? Why?
P. 30	I	What's the name of the market?

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to say the following:*

In this story, Mr. M did things that were naughty and things that were nice.

I am going to read a list of things. If the thing was naughty I want you to show me by making a sad face.

If the thing was nice, show me a happy face.

*Read the following things to the children:*

Munching in the market.

Making a marshmallow mess.

Inviting others to munch with him.

Telling people the macaroni was bad.

Promising the manager to pay for the munches.

Making sure the market had lots of customers on Monday.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Drama

*In a role play center, create a market using empty food boxes and play money. Have a child pretend to be the manager, another pretend to be the cashier, and another a shopper. Have them talk about their experiences in the market.*

### Art

*In an art center, create macaroni medals. Using cardboard and yarn, create a macaroni medal form. Have the children paste different kinds of macaroni on the medals to create a design. They then can wear them by threading the yarn and wearing them around their necks.*

### Language Arts

*Using marshmallows and raisins, have the children make marshmallow men. Let them tell you about the person they have made.*

### Health

*Have a class "Munching Party." Encourage the children to bring in a sample of what they like to munch. Encourage them to bring in healthy snacks to munch with their classmates.*

### Living Skills

*Have them talk about their experiences going to the market with someone in their family. What kind of rules should they remember when they go to the market. Create a class story about "Rules in the Market."*



# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE NOISY NOSE NANNY

### Story Synopsis

*THE MAIN IDEA of this story is Mr. N's conscientious performance of a job. Mr. N accepts the job of Nanny to the baby nuthatches. It's harder work than it first appears. There's an exciting rescue at the end.*

### Values Taught

*Obedience, trust, courage, concern*

### Lesson Objectives

*After listening to the story, the students will be able to recognize cause and effect by being able to relate what happened to the nuthatches in the story.*

*Students will begin to recognize the "N" sound in the initial position by relating it to Mr. N's noisy nose.*

## PRE-READING

### Special Words

Nanny — a kind of babysitter

Nuthatches — tiny tree birds

*To motivate the children, you may wish to say the following:*

Think about a time when you had a babysitter so that your parents could go out. What do you remember about staying with a babysitter? (Accept all responses)

What did your parents tell you about listening to the babysitter? (They probably said to be good and follow the rules)

Today in our story, Mr. N gets a job as a nanny. A nanny is another name for a kind of babysitter. He becomes the nanny for some baby birds. They are called nuthatches. How would you like to be a babysitter for birds?

As you listen, try to think of the number of ways babysitting for birds is different from babysitting for you.

## READING THE STORY

*Share the title of the book with the children.*

### Introduction

Why do you think the book is called *The Noisy Nose Nanny*? (Because Mr. N has a noisy nose and he is working as a nanny)

What kind of bird do you think is on the cover? (A nuthatch)

Why do you think the bird is in Mr. N's nose? (Accept all responses)

Let's begin the story to find out why the nuthatch is in Mr. N's nose.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

- |              |          |  |
|--------------|----------|--|
| <b>P. 1</b>  | <b>L</b> | What is Mr. N's new job? (He is a birdsitter)  |
|              | <b>I</b> | How does he feel about his new job? (He is very excited)   |
| <b>P. 2</b>  | <b>L</b> | Who hires Mr. N? (Nellie Nuthatch)   |
|              | <b>I</b> | How does Mr. N feel about his job as a birdsitter? (He feels confident; he thinks it is an easy job)   |
| <b>P. 4</b>  | <b>L</b> | Why do the nuthatches wake up? (Mr. N's noisy nose is very noisy)  |
|              | <b>L</b> | What happens before Mr. N can answer the question about his noisy nose? (One nuthatch begins to fall)  |
| <b>P. 6</b>  | <b>L</b> | How does Mr. N catch the nuthatch? (In his noisy nose)   |
| <b>P. 8</b>  | <b>I</b> | How do you think it would feel to fall into Mr. N's nose? (Accept all answers)   |
|              | <b>I</b> | How do you think Mr. N is feeling? (He is worried, upset)  |
| <b>P. 10</b> | <b>L</b> | What does Mr. N have to do? (He has to catch one nuthatch after another)   |
|              | <b>I</b> | How does Mr. N feel now about birdsitting? (He doesn't think it's so easy now)   |
| <b>P. 12</b> | <b>I</b> | If you were Nellie Nuthatch, what would you say to your babies?  |
|              | <b>L</b> | Why don't the baby nuthatches want to fly?<br>(They think falling into Mr. N's noisy nose is more fun than learning how to fly)                      |
|              | <b>C</b> | What do you think Mr. N's idea is? (Accept all responses)  |
| <b>P. 16</b> | <b>L</b> | Why don't the baby nuthatches like being caught in a net as much as in Mr. N's noisy nose? (A net does not make any noise whereas Mr. N's nose does) |
|              |          | Instead of falling, what do the baby nuthatches do? (They learn to fly)  |
| <b>P. 18</b> | <b>L</b> | Why weren't the baby birds supposed to fly?<br>(Because it was too foggy)  |
|              | <b>I</b> | How do you think Mr. N is feeling? (He is worried, upset)  |

# TEACHER'S RESOURCE BOOK

P. 20	L	What does Mr. N do when the nuthatches do not return? (He goes out and tries to find them)
P. 22	L	Where does Mr. N find the nuthatches? (At the top of a very tall tree)
	I	What would you do if you were up in a tree?
P. 24	L	Why won't the nuthatches jump into the net? (Because they can hardly see the net and they don't like landing in a net)
	C	What do you think Mr. N's idea is? (Accept all responses)
P. 26	L	What is Mr. N's idea? (The nuthatches will jump into his noisy nose)
P. 28	C	If you were Mr. N, what would you have said to the nuthatches?
P. 30	L	Why did Nellie think that no one had moved all day? (Because Mr. N and the nuthatches were sound asleep when she got back)

## ASSESSING THE OBJECTIVE

*Have a piece of drawing paper and crayons available for each child.*

*To make sure the children understood the story, you may wish to use the following:*

Sometimes when we do one thing it makes something else happen. For example, if I were to drop something like this (show something breakable) what would happen? (It would break)

During our story, one thing led to another. Let's see if you can remember. I'm going to ask a question, and if you think my answer is right, flap your wings like a nuthatch. If you think the answer is wrong, hold your noisy nose.

First Mr. N made noise under the nest with his noisy nose. What did it make the nuthatches do? (Wake up) If you agree, flap your wings. If you don't, hold your nose.

When the nuthatches fall out of the tree, what does Mr. N do? (Catch them in his noisy nose) If you agree, show me with your wings.

The nuthatches learn to jump into a net. If you agree, flap your wings. If you don't, hold your noisy nose.

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### **Social Skills**

*In a role play center, have the children act out how they might behave if they were to stay with a babysitter. Encourage the children to cooperate and obey the babysitter. Encourage the child playing the babysitter to set realistic rules.*

### **Social Studies**

*Have the children come up with a set of simple rules that would accentuate safety in the classroom. Make a chart which would have the rules listed and would be entitled, "Mr. N Says."*

### **Art**

*In an art center, have the children create their favorite imaginary bird. Have them give the bird a name and have them describe where their bird might fly.*

### **Science**

*Hang a bird feeder outside of the classroom window. Have the children observe the different kinds of birds that come to the feeder. Write a class story about the birds they see.*

### **Science**

*In a science/discovery center, have books available about birds. Mark the pictures of the nuthatches. Encourage the children to find a bird they like in the books and draw a picture of it.*

### **Language Arts**

*In a writing center, have the children dictate a story about their experiences with a babysitter. Encourage them to talk about the ways they cooperated and helped out in the situation.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE OPTIMISTIC OPTIMIST

### Story Synopsis

*THE MAIN IDEA of this story is to show how an optimistic attitude can help solve problems. Miss O, Olga, and Ollie the Octopus combine their optimistic attitudes to help the Letter People Band win an award.*

### Values Taught

*Cooperation, persistence, motivation, sharing*

### Lesson Objectives

*After listening to the story, the students will be able to respond to each situation with the optimistic solution they remember from the story.*

*Students will begin to recognize the short "O" in the initial position through hearing it repeated throughout the story.*

## PRE-READING

*To motivate the children you may wish to use the following:*

### Special Words

Optimist — someone who looks on the bright side

Opera — drama set to music

Try to remember a day when things didn't seem to be going right for you. How did you feel? (Sample reactions)

Sometimes that happens to me. I try to find a happy side to a bad situation.

Let's pretend we are supposed to go outside to play and it begins to rain. What happy things could you say to me to make me feel better? (Encourage the children to think positively in their answers)

In this story, we are going to read about some people in Letter People Land who have problems. Miss O helps them feel better and helps them find solutions.

## READING THE STORY

### Introduction

The name of our story today is the *Optimistic Optimist*. (Show the children the cover of the book). Look at the cover. Who do you think the optimist in our story is? (Miss O)

As we read, think about the word optimist. As soon as you think you know what the word means, hold up your hand and we'll talk about it.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask such questions as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | What was each marching band asked to have for the audience?<br>(A Halloween surprise)  |
| P. 2  | L | What are the three problems the band needs to solve? (They need instruments, uniforms, and a Halloween surprise)                               |
| P. 4  | C | If no one has suggested a definition for optimist, now is an appropriate time to discuss the meaning of the word. (Accept all responses)       |
| P. 6  | C | How do you think being an optimist can help people?  |
| P. 8  | L | What was Miss O's optimistic solution? (The children could have an omelet party to raise money)  |
|       | C | How do you make an omelet?   |
| P. 10 | I | Who can tell us what an opera singer is? (Discuss a person who sings special songs as part of a play called an opera)                          |
|       | L | Why was it helpful to have Ollie Octopus at the omelet party? (Ollie Octopus has eight arms and he could serve eight omelets at the same time) |
| P. 12 | I | How would you feel now if you were in the band?  |
| P. 14 | L | What was Olga's idea for the uniforms? (Olga would make the uniforms look almost new by working on them the way she worked on her costumes)    |
| P. 16 | L | Why did Olga hang the uniforms on the outside clothesline? (Olga wanted the air to freshen the uniforms)                                       |
|       | I | If you were Olga, how would you feel when it began to rain? Why?   |
| P. 18 | L | What is the happy side Olga finds? (She can dry the clothes in a dryer)  |
| P. 20 | L | What happened to the uniforms? (The uniforms shrank in the clothes dryer)  |
|       | I | How would you feel if you were in the band?  |

# TEACHER'S RESOURCE BOOK

P. 22	L	What does Olga want the band members to wear instead of uniforms? (The opera costumes)
P. 24	L	What will be the band's Halloween surprise? (The band will be dressed in opera costumes, not in band uniforms)
P. 26	L	How did Miss O and Ollie Octopus help? (They cut and sewed and fitted the costumes for the band members)
	L	What does Olga teach the band? (How to play opera music)
P. 28	C	Why do you think the people cheered and clapped and laughed when the band played?
P. 30	L	What award did the Letter People Band win? (They won a special award for having the best Halloween surprise)

## ASSESSING THE OBJECTIVE

*To make sure the children understand the story, you may wish to say the following:*

Now you may be the optimist. I will make a statement someone in the story might have made. You think of the optimistic answer. Raise your hand when you want to share your answer.

*Make the following statements:*

We don't have enough money to buy new uniforms and instruments. (Let's have an omelet party)

I don't know how to make omelets. (I will teach you)

Who will we get to help serve? There will be too many omelets to serve. (Let's ask Ollie Octopus to help)

We don't live in a house big enough to have an omelet party. (Let's ask Olga the opera singer if we can have the party at her house)

We can't buy new uniforms. (Let's freshen our uniforms)

The uniforms shrank. What will we do? (Let's use the opera costumes)

We don't know how to play opera music. (Olga will teach us)

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Music

*In a music center, have the children listen to operatic music. Hansel & Gretel by Humperdink is a good opera with which to start.*

### Role Playing

*Have costumes in a role play center. The children can dress up and pretend they are in an opera, the same as Olga.*

### Cooking

*Have an omelet party in the class. Have the children create their own omelets with fillings of their choice.*

### Music

*Have the children pretend they are the Letter People Land Band. Let them march around the room to appropriate music, possibly using rhythm band instruments.*

### Art

*If your school district has an instrumental music program, have some of the older children come to your classroom to demonstrate some of the instruments in a marching band. Have the children draw a picture of their favorite instrument.*

### Living Skills

*Start a 'Class Optimist Award.' Prepare optimist medals that the children can wear around their necks. Pass them out when a child says something optimistic in the face of a difficult situation.*



# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — POPPING POINTY PATCHES

### Story Synopsis

*THE MAIN IDEA of this story is for Mr. P's pointy patches to find ways to be useful. They even manage to extend their activities to represent pauses on a page. In the end, their favorite job is still to cover up holes.*

### Values Taught

*Pride, humility, creativity, ambition*

### Lesson Objectives

*Students will recall the problem solving process from the story.*

*Students will become familiar with the period in written work.*

*Students will recognize 'P' in the initial position in words from the story.*

### PRE-READING

*To motivate the children, you may wish to say the following:*

*Have any of you ever had a problem? (Show of hands) Think about a problem you once had.*

*Give the children plenty of "wait time," then sample their responses.*

### Special Words

Signal — Sign

*What did you do in order to solve the problem? What did you think about when you were trying to think of a solution? What was the solution? (Sample responses) There are many different problems in life: some are big and some are small. Most problems can be solved if we really think them through!*

*Have the following words written large on word cards and kept in order: PROBLEM, BRAINSTORM (you may wish to discuss the meaning of this word), CHOOSE, TRY IT, DID IT WORK?*

*Let's choose a situation and see if we can find a solution.*

*Use one of the problems suggested by the children. Go through each of the steps on the cards in order to reinforce the process.*

*Today's story tells us how Mr. P solves a problem. Let's see if Mr. P uses the same problem solving process that we used.*

### READING THE STORY

#### Introduction

*Maybe the title will give us a clue about Mr. P's problem. Today's story is called *Popping Pointy Patches*. Can you guess Mr. P's problem? If you think you know, signal me by raising your hand. (Sample student responses)*

*Let's read on to see if you are on the right track.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

- |              |          |  |
|--------------|----------|--|
| <b>P. 1</b>  | <b>L</b> | How do the people think pointy patches should be used? (Covering holes)  |
|              | <b>C</b> | What does Mr. P think? (Accept all responses)  |
| <b>P. 2</b>  | <b>L</b> | Why does Purple Patch pop on the painter?<br>(Because Purple Patch feels the painter's pants need color)                           |
|              | <b>I</b> | How does the painter feel about Purple Patch on his pants? (He wants Purple Patch to get off his pants)                            |
|              | <b>I</b> | How would you feel if it happened to you?  |
| <b>P. 4</b>  | <b>L</b> | Where does Polka Dot Patch pop? (Polka Dot Patch pops on pajamas)  |
|              | <b>C</b> | The sales person is upset. Why doesn't she want the patch on the pajamas?<br>(Because people won't purchase pajamas with a patch)  |
| <b>P. 6</b>  | <b>I</b> | What would you say if Mr. P called you? (Accept any answer)  |
| <b>P. 8</b>  | <b>L</b> | What happens to the librarian when she tries to read aloud to the children?<br>(Her throat feels sore. She has to rest her voice.) |
| <b>P. 10</b> | <b>L</b> | How does Mr. P try to help the librarian? (Mr. P offers to read the story at storytime)  |
| <b>P. 12</b> | <b>C</b> | What does Mr. P mean when he says "Readers need a place to pause?"<br>(Mr. P means people need to stop and take a breath and rest) |
| <b>P. 14</b> | <b>L</b> | What is Mr. P's suggestion? (Mr. P says pointy patches can provide a place to pause)   |
| <b>P. 16</b> | <b>C</b> | How do you think the patches will help people read aloud?<br>(Accept all responses)  |
| <b>P. 18</b> | <b>L</b> | What other signal does Polka Dot Patch know about? (A traffic signal)  |
| <b>P. 20</b> | <b>I</b> | If you were a patch, how would you feel? (They are proud because they finally have a different job)                                |

# TEACHER'S RESOURCE BOOK

P. 22	L	What do the pointy patches want to take their place? (A dot)
P. 24	L	What do the pointy patches want to call the dot? (A dot pause)
P. 26	L	How will the pointy patches work with the printer? (They will tell him where to put the dots)
P. 28	I	How do the patches feel about their new jobs? (They are very pleased) Why?
P. 30	L	What do the pointy patches decide is their favorite job? (Popping over holes)

## ASSESSING THE OBJECTIVE

*Refer to the problem solving words used to introduce the story. Make sure they are posted in full view of the children.*

*To make sure the children understood the story, you may wish to say the following:*

Let's review the steps in problem solving that we talked about before we read the book. First we have to decide what the *problem* is. Then we have to *brainstorm* to think of possible solutions. Then we have to *choose* one of the solutions. Finally, we have to *try it* and *decide if it works*.

Let's think back to the story and see if Mr. P does some of these things. Does Mr. P decide what the problem is? (Yes, he wants to get the pointy patches different kinds of jobs)

Did Mr. P think about a solution? (Yes, he called his friends)

Did it work? (No)

So Mr. P had to go back and think of more solutions.

*Point back to the BRAINSTORM sign. Proceed this way with the class until they have retold the story and you have pointed out what categories each part of the story fits into.*

# TEACHER'S RESOURCE BOOK

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Language Arts

*If practical, visit the local library, enabling the children to hear the librarian read a story out loud. Have the children bring patches with them that they have made out of paper and decorated. Have the librarian read the story a second time and have the children hold up the patches where the dot pauses should be. If not practical, this same activity can be done in class.*

### School/Home Interaction

*Start a Parents "Read Aloud Partners Club." Encourage the parents to read to their children every night for fifteen minutes. Then have a parent/child party at the end of the month.*

### Living Skills

*Have a Pointy Patch Parade. Have each child make a large pointy patch which he/she can decorate and wear by attaching yarn to it. Parade around the room or school. Have the children think of jobs their pointy patches want to do. Write a class or individual story about their patches.*

### Language Arts

*Play the pause game. Have all the children sit in a circle. Begin a story by saying, "Once upon a time there was a child whose name was Peter. He lived . . ." and have the children continue the story one by one. When you hold up a patch it is a signal. The signal means it is the next person's turn to continue the story. Encourage the children to listen to each other in order to make the story continuous.*

*Discuss the word punctuation with the children. Have them understand that punctuation is a series of signals for readers. The signals mean different things. Introduce a period as the name used for a dot pause. Read the following aloud without any punctuation:*

*Mr. P is my favorite letter person he helped the pointy patches get jobs maybe he will help me get a job.*

*Encourage the children to tell you where the dot pauses or periods go. Write the sentences on chart paper enabling the children to see and reread the sentences with you with the use of punctuation.*

### Art

*Have a class discussion about the many signals in our life that help us. Then, in an art center, have the children draw a picture of a sign or a signal with which they are familiar.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — TO BE OR NOT TO BE . . . . QUIET

### Story Synopsis

*THE MAIN IDEA of this story is that quiet is good in appropriate places, but not everywhere. Mr. Q is the quiet expert. He cannot make a sound. When a noise problem develops at the library and the hospital, the Mayor of Letter People Land turns to Mr. Q for a solution. Mr. Q soon learns that there are some places where it is better to be noisy. In the end, he accepts Miss U's offer so he too can make a sound.*

### Values Taught

*Rules, appropriate behavior*

### Lesson Objectives

*After listening to the story, the students will be able to understand the main idea of the story by recalling which places should be quiet and which should be non-quiet.*

*Students will begin to recognize the relationship between the quiet "Q" and the "U" in words.*

### PRE-READING

*In order to motivate the children, you may wish to say the following:*

#### Special Words

Expert — a person who has a special skill or experience

Meter — a measuring device

Cooperate — to work together

Let's think about our voices for a minute. There are times in school when you are asked to use soft voices. Think about places in school where soft voices are appropriate. (Sample student responses) There are also places in school where louder voices may be used. What are some of those places? (Sample student responses)

In today's story, Mr. Q tries to help the people in Letter People Land understand when they need to be quiet. However, there are some places where it's better to be noisy. Mr. Q is going to learn the difference.

### READING THE STORY

#### Introduction

*Point to the words in the title as you read them to the children.*

Today's story is called *To Be or Not To Be...Quiet*.

Which letter person do you see on the cover?  
(Mr. Q)

The sign around Mr. Q's neck says, "Quiet Mr. Q". Mr. Q knows all about being quiet. He is a quiet expert. Let's find out how he tries to help.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

- |              |          |  |
|--------------|----------|--|
| <b>P. 1</b>  | <b>I</b> | Why do you think Miss U wants to help Mr. Q make a sound?  |
| <b>P. 4</b>  | <b>L</b> | What two places should be quiet but aren't? (The library and the hospital)   |
|              | <b>C</b> | Why do the people blame someone else for the noise?  |
|              |          | Do you think it really was always someone else?  |
| <b>P. 6</b>  | <b>L</b> | Why does the Mayor call Mr. Q? (Discuss the word "expert" — remember Miss E, the exercising expert)  |
|              | <b>L</b> | Why does Mr. Q only shake his head? (He cannot make a sound)   |
| <b>P. 8</b>  | <b>L</b> | What does Mr. Q take out of the trunk? (A small meter) A meter is a machine that measures things. (See if the children remember seeing a gas or water meter at home) |
| <b>P. 10</b> | <b>I</b> | How would you feel if your quiet meter buzzed?   |
| <b>P. 12</b> | <b>C</b> | When you are cooperating what do you think you are doing? (Working together)   |
| <b>P. 16</b> | <b>L</b> | Why can't the football players play well? (No one was cheering for them)   |
| <b>P. 18</b> | <b>I</b> | How would you feel if you were on the football team?   |
| <b>P. 20</b> | <b>C</b> | What mistake is Mr. Q making? (Not all places should be quiet)   |
| <b>P. 22</b> | <b>I</b> | How would you feel if you were the clown, dancer, or juggler?  |
|              | <b>C</b> | Why can't a fire station be a quiet place? (Because they need fire alarms and sirens)  |
| <b>P. 26</b> | <b>L</b> | How does Mr. Q correct his mistakes? (He collects all the quiet meters)  |
| <b>P. 28</b> | <b>L</b> | How does Mr. Q let the people know where to be quiet? (He puts up signs)   |
| <b>P. 30</b> | <b>L</b> | Who will Mr. Q ask to help him make a sound? (Miss U)  |

# TEACHER'S RESOURCE BOOK

## ASSESSING THE OBJECTIVE

*Use the black line drawing or spirit master of Mr. Q and prepare a reproduction for each of the children.*

*To make sure the children understood the story, you may wish to use the following:*

Mr. Q said that people will have to know when places are supposed to be quiet or non-quiet. He hung up signs to help the people. Let's see if we can identify quiet and non-quiet places without the help of Mr. Q's signs. When I read the name of a quiet place raise your Q's high so that I can see them. If I read the name of a non-quiet place, hold the Q's in your lap.

*Read from the following list, verifying the signaling of the children.*

Football stadium

Baseball game

Library

Children's Theater

Hospital

Listening to a story

Circus

In the halls while other classes are working

A parade

During a fire drill

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Language Arts

*Have the children cut out pictures of things that are quiet and things that make noise. Have them paste them on a chart divided into two sections.*

# TEACHER'S RESOURCE BOOK

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## **Social Skills**

*Have the children think of the places within the school building which should be quiet and non-quiet. Have the children label these locations within the classroom and within the school.*

## **Art**

*In an art center, have the children make quiet meters out of construction paper. Urge the children to wear them when they are going somewhere or doing something that should be a quiet activity.*

## **Music Appreciation**

*Talk to the children about how some music can be quiet and then get non quiet. Have them listen to "Bydlo" from "Pictures at an Exhibition" by Moussorgsky. Emphasize how the music gets louder and louder and then softer and softer. Have them imagine what Bydlo might be.*

## **School/Home Interaction**

*Review with the children what role meters play in our lives. Have them look at home to discover what kind of meters might be used (electric meters, water meters, etc.) On chart paper, make a list of the meters they found.*



# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE RUBBERBIT ROUNDUP

### Story Synopsis

*THE MAIN IDEA of this story is that seeing something in a new way may help to solve problems. As long as Mr. R continues to make rubberbits they cause confusion. The robins confuse them with worms but can't eat them. The chef mistakes rubberbits for spaghetti. Eventually Mr. R provides his own solution. He creates rubber bands.*

### Values Taught

*Free enterprise, persistence, responsibility*

### Lesson Objectives

*After listening to the story, the students will begin to recognize when Mr. R is acting responsibly by reviewing the story orally.*

*Students will begin to recognize the initial "R" sound by relating it to Mr. R's rubber bands.*

## PRE-READING

### Special Words

Robot — a machine shaped like a person that can do different kinds of work.

Responsibility — being able to answer for one's actions.

*In order to motivate the children, you may wish to say the following:*

*Do you ever say to your mother and father "I'm sorry I made a mess but I'll clean it up"? If you do, you're acting responsibly.*

*In the story we're going to read today, things don't always go exactly the way Mr. R would like them to. However, when it's his fault he acknowledges responsibility and tries to clear up the confusion.*

## READING THE STORY

### Introduction

*Show the cover. The title is *The Rubberbit Roundup*. Name some of the things you can see on the cover.*

*What do you think rubberbits might be? (Accept all responses)*

*Let's read the story to find out what rubberbits are and what a rubberbit roundup is.*

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L** = Literal Thinking

**I** = Interpretive Thinking — (Affective domain, Text interpretation)

**C** = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

**P.2**      **L**

*Why won't the people buy rubberbits? (They do not have any use for them)*

# TEACHER'S RESOURCE BOOK

P. 4	C	Do you think Mr. R is acting responsibly when he asks about repairing the birdhouses? Why?
	L	Why can't the robins live on Rubberbit Road anymore? (Because there is something wrong with the worms)
P. 6	L	What does Mr. R do to the Rubberbit Robots? (He programs them) When we program something it means we tell it what to do mechanically, as we do in a computer.
	C	Why do you think the robins can't eat the worms?
P. 8	L	Who does Mr. R telephone? (Rita, the Rubberbit Road Researcher)  Let's talk about a researcher. A researcher is someone who discovers the answer to a problem by looking at all the information. Why do you think Mr. R calls Rita? (Because the robots can't solve the problem and Rita can help solve it with her research)
	L	What did Rita's report say? (They are finding rubberbits)
P. 10	L	Who does Mr. R blame for this problem? (Himself)
	I	Is Mr. R acting responsibly?
P. 12	L	How will Mr. R try to keep the rubberbits in his house? (Mr. R will close his windows so the rubberbits won't roll out)
P. 16	L	What is the problem at the restaurant? (There is something wrong with the spaghetti. The people won't eat it)
	C	Why won't the people eat the spaghetti?
P. 18	L	Why can't the robots decide what is wrong with the spaghetti? (The robots can't be programmed to think)
P. 20	L	How does Mr. R act responsibly this time? (He says the spaghetti problem is his fault)
P. 22	I	How would you feel now if you were Mr. R?
	L	Under what conditions will Ronny stay on Rubberbit Road? (As long as rubberbits do not get into his restaurant)
	L	How does Mr. R say he will solve that problem? (He will reprogram the robots so they will not open the windows anymore)

# TEACHER'S RESOURCE BOOK

- P. 24**     **L**                      What is the reason the laces snap and break?  
(They are rubberbits, not laces)
- C**                      Does this give you any ideas?
- P. 26**                                What does Mr. R do with each rubberbit he finds? (He packs them into many,  
many small boxes)
- L**                      What does Mr. R want to make? (Something that will stretch and fit tightly  
around each box)
- P. 28**     **L**                      What is Mr. R's new idea? (Rubber bands)

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to use the following:*

*Take a piece of chart paper. Write "MR. R ACTS RESPONSIBLY" across the top to simulate a newspaper headline.*

Today we are going to pretend we are newspaper reporters. The headline of our newspaper reads, "MR. R ACTS RESPONSIBLY."

You are the newspaper reporters and you will all help write the story.

Think back to what we read about Mr. R. We talked about how he acted responsibly. When you can name one way in which he acted responsibly, raise your hand. Together we will write our newspaper report.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Art

*In an art center, have the children work with rubber bands and geoboards. Have the children experience making different shapes and designs.*

### Language Arts

*Have each child experience holding and playing with a rubber band. After some time, gather the class together to write as many descriptive words as possible about the rubber bands.*

# TEACHER'S RESOURCE BOOK

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## **Art**

*In an art center, have the children experience painting with rubber bands. Encourage them to use the rubber bands in different ways on the paper.*

## **Living Skills**

*Create a "We Reward Responsibility" chart. Recognize children who act responsibly throughout the school day.*

## **School/Home Interaction**

*Have the children make "I was responsible receipts". Have the children take the receipts home. Ask the parents to sign the receipts when the child acts responsibly at home. Have the children exchange the receipts for special time in their favorite activity.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE SUPER SOCK SENSATION

### Story Synopsis

*THE MAIN IDEA of this story is to show how a free competitive system can work. One spring, Mr. S awaits the return of the birds to Letter People Land so that he can rent them his super sock nests. This year, the birds fly to the city named Sapersville, where they have been promised luxurious conditions for egg laying. It is up to Mr. S to get back his customers.*

### Values Taught

*Competition, free enterprise, resourcefulness, industry*

### Lesson Objectives

*After listening to the story, the students will be able to recall the details by listing the services available to the birds in Sapersville and Letter People Land.*

*Students will become familiar with the "S" sound in the initial position by relating it to Mr. S's super sock sensation.*

### PRE-READING

#### Special Words

Season — a time of year:  
spring, summer, winter, fall

Sundeck — a porch open  
to the sun

Stereo system — a machine  
that plays records

Starling — a kind of  
blackbird

Sway — move back and  
forth in rhythm

*To motivate the children, you may wish to say the following:*

Take a moment to think of a commercial that you have seen on television.  
(Give the children adequate "wait time")

Share your favorite one with us. (Have several children share their favorite)

What are the people who write the commercials or ads trying to do? (They want you to *buy* the product they advertise)

In today's story, Mr. S tries to convince others that what he has to offer is the best.

### READING THE STORY

#### Introduction

As we read, pretend you're a bird. Think about whether you would buy Mr. S's services. When you've made up your mind about where you are going to live, flap your arms.

Who do you see on the front of the book? (Mr. S and some birds)

*Point to the words of the title as you read it to the children.*

The name of this book is *The Super Sock Sensation*. A sensation is someone or something that is very special.

Who or what do you think is the super sock sensation? (Accept all responses)

Let's read the story to find out if you are correct.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | Why does Mr. S like springtime? (Birds return to Letter People Land)   |
|       |   | What happened this spring? (The birds did not return)  |
| P. 2  | C | Where do you think the birds are going?<br>(Accept all responses)  |
| P. 4  | L | Why are the birds going to Sapersville?<br>(Sparkle Sparrow says that Sapersville offers services a bird cannot refuse)  |
| P. 6  | L | What kind of services do they offer birds in Sapersville? (Stone bird houses, sundecks, swimming pools and stereo systems)   |
| P. 10 | L | What does Mr. S do to get the birds to stay in Letter People Land? (He makes signs to put all over so the birds can see them)  |
|       | C | What do you think the signs say? (Accept all responses)  |
| P. 12 | L | What kind of service do the nests come with?<br>(Swing and sway service)   |
|       |   | What do you think that is? (Accept all responses)  |
|       | C | Why did he include his phone number? (So the birds can get in touch with him)  |
| P. 14 | I | If you were Mr. S, how would you feel? (He misses the birds)   |
| P. 16 | L | Why does Sparkle Sparrow sign up for a soft super sock nest? (Because in Sapersville, the stone is too hard, the sun on the sundeck is too hot, and she likes to sing her own songs) |
| P. 20 | I | What do you think the word "soothing" means?<br>(Relaxing, comfortable)  |
|       | L | What does Sparkle promise the birds if they sign up today?<br>(A sensational service)  |

# TEACHER'S RESOURCE BOOK

- P. 22 I If you were a bird, would you come to Letter People Land now? Why?
- P. 24 C Think for a moment: what is the important question that Mr. S has to ask Sparkle? (Accept all responses)
- P. 26 C What does Sparkle mean when she says that the squirrels don't understand the sitting service that she offered? (That it may not be sitting for baby birds)
- P. 30 L What is the strange sight? (The squirrels are sitting on the eggs)
- I How would you feel if you were one of the squirrels?

## ASSESSING THE OBJECTIVE

*Have chart paper already divided into two sections. One should be labeled "Sapersville" and the other "Letter People Land".*

*To be sure the children understood the story, you may want to say:*

I want you to think back to the story. First the birds went back to Sapersville to get some special service. Take a minute to think of at least one service which the birds were able to get at Sapersville.

*Give the children sufficient "wait time", then sample the responses and list them on the Sapersville side of the chart.*

Now think about the services in Letter People Land. We'll put them on the other side of the chart.

*Give them enough "wait time" and fill out the rest of the chart. Encourage the use of descriptive words and words from the story to enhance the detail of the chart.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Science/Art

*Have the children cut out pictures of birds. Have them paste the bird pictures, with the bird's name, in a column on a class chart to make a class bird graph. Entitle the graph "Birds We Have Found".*

### Language Arts

*Share the story of the swallows returning to Capistrano each year. Ask them to compare the story with the story of the birds returning to Letter People Land. How are they the same? How are they different?*

# TEACHER'S RESOURCE BOOK

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## **Language Arts**

*Talk about how the squirrels cooperated with Mr. S. Write a story about cooperation at school or at home in order to get a job done.*

## **Art**

*Think about services which you would like to have in school. Draw a picture of that service. Then have the child either write or dictate what the service would be.*

## **Living Skills**

*In a writing center, design a sign for a service that a child might be able to offer his classmates. Encourage the children to recognize the things that they do well and advertise these.*

## **Science**

*Outside a science discovery center, mount a bird feeder. Have the children observe the different birds that come to eat there. Have them draw a picture of what they see.*



# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE TALE OF TALL TOOTHBRUSH

### Story Synopsis

*THE MAIN IDEA of this story is that Mr. T mistakes "faster" for "better." He replaces Tall Toothbrush with Battery Toothbrush. He soon misses the jokes and the company of his old friend and works hard to get him to return.*

### Values Taught

*Health, loyalty, forgiveness, fairness*

### Lesson Objectives

*After reading the story, using role playing the students will be able to identify how Tall Toothbrush helped Mr. T in more ways than brushing his teeth.*

*Students will have the opportunity to hear the "T" sound in the initial position by relating Mr. T to his tall teeth.*

## PRE-READING

### Special Words

Equipment — objects  
that we use to help  
us do things

*To motivate the children, you may wish to say the following:*

Think about your best friend. What makes him/her your best friend? Do you help each other? How? Do you ever fight? How do you make up?

Today we are going to read a story about Mr. T. Mr. T has a friend whom he treats unfairly. Hold up your hand when you think you know what Mr. T did that was unfair.

Let's listen to the story and find out how Mr. T mistreats his old friend and how he makes things alright again.

## READING THE STORY

### Introduction

*Show the children the book and read the title as you point to it.*

Today's story is called *The Tale of Tall Toothbrush*.

Who do you think Mr. T's friend is? (Tall Toothbrush)

Why would Mr. T need a *tall* toothbrush?  
(Accept all responses)

Let's begin the story and find out.

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |  |
|-------|---|--|
| P. 1  | L | Why does Mr. T need a tall toothbrush? (He has tall teeth)   |
|       | L | Each day, Tall Toothbrush brings his equipment with him. What does the word equipment mean? What equipment might Tall Toothbrush bring to help him get the job done? (Hold up picture) |
| P. 8  | L | What is the difference between Tall Toothbrush and Battery Toothbrush? (He cleans teeth fast)  |
|       | C | Why do you think the story says "something terrible happens"?  |
| P. 10 | I | How do you think Tall Toothbrush feels? How would you feel?  |
| P. 12 | I | Do you think Mr. T was right? (Why? Why not?)  |
| P. 14 | L | Why is everyone late?<br>(Mr. T didn't wake the roosters that wake everyone else)  |
| P. 20 | I | How do you think Mr. T is beginning to feel?   |
| P. 22 | C | Why does Mr. T think he was wrong? What do you think Mr. T has learned?<br>(Accept all answers)  |
| P. 24 | C | What do you think is Mr. T's idea?   |
| P. 26 | I | If you were Tall Toothbrush and you saw Mr. T on the TV, how would you feel?   |
| P. 28 | L | Why is Battery Toothbrush waiting for Tall Toothbrush?<br>(He is tired of cleaning Mr. T's teeth)  |
| P. 30 | L | How does the day begin now? (The roosters crow)  |

# TEACHER'S RESOURCE BOOK

## ASSESSING THE OBJECTIVE

*Ask the children to pair off.*

*In order to make sure the children understood the story, you may wish to say the following:*

Let's take turns pretending we're Mr. T and Tall Toothbrush. Tall Toothbrush has finally returned to Mr. T's house.

Those who play Mr. T first, tell what happened while he was gone. Now, think of a way to tell him what a special friend he is.

What can you say to him so he will know how glad you are that he is back?

Later, switch roles. Those of you who were Mr. T, play Tall Toothbrush.

*Monitor the conversations. Sample the children's responses by having several pairs role play in front of the group.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Language Arts

*Have the children dictate good things about "Friends." Write their thoughts on a sheet of paper and display it in the classroom.*

### Living Skills

*Make a chart with the children listing ways they can be "Helpful Friends in the Classroom". Display in the room and review with the children periodically.*

### Art

*Have the children bring in a picture of themselves having fun with a friend. Create a class collage by having the children glue their pictures on large mural paper and decorate the empty space.*

### Language Arts

*Have many pictures of friends having fun together available for the children. Have them dictate stories about the pictures.*

### Role Playing

*Have the children take turns pretending to be Mr. T on TV. Have them role play what Mr. T might have said to bring Tall Toothbrush home.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — A MOST UNUSUAL UMBRELLA

### Story Synopsis

*THE MAIN IDEA of Miss U's story is to show how ingenuity can overcome obstacles. Miss U is arriving in Letter People Land by computerized umbrella. The computer malfunctions but Miss U slides down the handle to arrive safely.*

### Values Taught

*Determination, creativity, resourcefulness*

### Lesson Objectives

*After listening to the story, the students will be able to recall the sequence of events related to Miss U's landing by stating them out loud.*

*Students will become familiar with the sound of the short "U" in the initial position through hearing it repeated in the story.*

## PRE-READING

*To motivate the children, you may wish to say the following:*

### Special Words Unusual — different

Did you ever go to a new place and meet new people? (Give the children time to think and respond)

How did you feel? Were you excited? Did the new people make you feel welcome?

Today in our story, a new Letter Person is about to arrive, but she has trouble getting to Letter People Land.

## READING THE STORY

### Introduction

*Show the children the book cover.*

Who do you see on the cover? (Miss U)

How do you think Miss U uses her umbrella? Is it the way you and I would use an umbrella?

Can you think of any other stories where people fly through the air? (Peter Pan, witches at Halloween, Mary Poppins)

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

- L = Literal Thinking  
I = Interpretive Thinking — (Affective domain, Text interpretation)  
C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |   |
|-------|---|---|
| P. 1  | L | How is the new Letter Person going to arrive? (In a most unusual way)   |
|       | C | What way do you think it will be? (By umbrella)   |
| P. 4  | L | How does the computer help Miss U? (It lands her unusual umbrella)  |
| P. 6  | L | How do the Letter People get ready to welcome Miss U? (They make signs and banners and practice welcoming music)            |
|       | L | Who are some of the other people who help to welcome Miss U? (The man who sells popcorn and the woman who sells hamburgers) |
| P. 12 | L | What unusual thing happens to Miss U's umbrella? (Instead of landing it goes up, up, up and away)                           |
|       | I | How would you feel if you were Miss U?  |
| P. 14 | L | Why can't Miss U land? (Something is wrong with the umbrella computer)  |
| P. 16 | L | What happens to the unusual umbrella? (It stops in mid-air)   |
| P. 18 | L | What does Uncle Ulver tell the people to do? (To run after Miss U so they can welcome her)                                  |
|       | I | Would you have listened to Uncle Ulver? Why?  |
| P. 20 | L | What do the people do? (They run after the unusual umbrella)  |
|       | C | What do you think will happen next? (Accept all responses)  |
|       | I | How does Uncle Ulver feel? (Worried about Miss U's safety)  |
|       |   | How would you feel?   |
| P. 24 | L | What happens to the unusual umbrella? (It goes up, up, up)  |
|       | C | What do you think is going to happen this time? (Accept all responses)  |

# TEACHER'S RESOURCE BOOK

- P. 26      L**                      What does Miss U say the computer needs? (A new part)
- Where does Miss U go with her unusual umbrella?  
(Back over to the town square)
- P. 28      L**                      How does Miss U get to the ground? (She slides down the umbrella handle)
- P. 30      L**                      What happens when Miss U arrives? (The band plays, the banners wave, and the balloons fly)

## ASSESSING THE OBJECTIVE

*To make sure the children have understood the story, you may wish to use the following:*

Think about the story we read. Let's see if we can retell it together just the way it happened.

*Select one child to start.*

I'm going to stop (name) after a short while. If you think you would like to speak next, hold up your hand. We'll take turns until we reach the end.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Living Skills

*Plan a special welcome party for someone who is invited to visit. Involve the children in the preparations. Encourage them to think about ways to help make the visitor feel welcome.*

### Art

*Have the children design unusual umbrellas. The unusual umbrellas should do a job other than the traditional one. Have the children explain their creations to the rest of the class.*

### Math

*In a math center, have the children make a graph of "Things that Fly in the Air." Have the children cut pictures from magazines of things that fly. Then have them categorize these pictures and paste them on paper. (For example, all planes, helicopters, birds, etc. formed into groups).*

### Language Arts

*Have the children dictate stories of their own unusual experiences.*

### Science

*Try to give the children an opportunity to see a computer up close and, if possible, to work on one. Have someone demonstrate how a computer works.*

### Living Skills

*Talk about how computers are helpful to children in their lives. Write a group story, *Computers in Our Lives*.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — VANISHING VESTS

### Story Synopsis

*THE MAIN IDEA of this story is to discover why all the vests have disappeared. The mystery is solved when we discover that Mr. V with his velvet vest is making a special visit.*

### Values Taught

*Authority, rules, pride*

### Lesson Objectives

*After listening to the story, the students will be able to recall the main idea of the story.*

*Students will begin to recognize the initial "V" sound by relating Mr. V to his velvet vest.*

## PRE-READING

### Special Words

Vanishing — disappearing

Velvet — a soft material  
(fabric, cloth)

Ventriloquist — Someone  
who can throw his/her  
voice without moving  
his/her lips to make a  
puppet seem as if it  
is talking.

*In order to motivate the children, you may wish to say the following:*

*If you could make a wish to meet someone famous, who would you choose?  
(Try and elicit reasons for the choice)*

*Today we're going to meet a famous Letter Person and read a story  
about him.*

## READING THE STORY

### Introduction

*Hold up the cover. Point to the words of the title as you read.*

*The story is called *Vanishing Vests*.*

*Does anyone know what "vanishing" means?  
(Discuss)*

*Good! Now we know that the vests will disappear. Think about the mysterious disappearance as we read, and when you think you can solve the mystery, hold up your fingers in a V sign.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |   |
|-------|---|---|
| P. 1  | L | What is always in the window of Valentine's Vest Store in Valley View? (A vest)                                   |
| P. 2  | L | What happens to the vest in the window? (It vanishes or disappears)   |
| P. 4  | L | What happened to the vests in the other stores?<br>(Accept all responses)   |
| P. 6  | L | What do the store managers tell the police?<br>(The vests have vanished)  |
|       | I | Does anyone want to guess why the vests vanished?   |
| P. 8  | L | What question does the vest patrol ask? (Any vanishing vests to be seen?<br>Any vanishing vests on your street?)  |
| P. 10 | L | Who suddenly appears on the street? (The vests)   |
| P. 12 | L | What does the patrolman tell the vests to do?<br>(To climb in the van)  |
|       | C | Why do you think the vests say that every vest has been waiting for today?<br>(Accept all responses)              |
| P. 16 | L | Now — who's the mystery visitor? (Mr. V)  |
|       | C | What makes Mr. V so famous?   |
| P. 18 | I | How does the police captain feel? (Sorry)   |
|       |   | Why is the vest patrol sorry? (Because the vest patrol did not realize what<br>a special day it is for the vests) |
|       | L | What is the captain's idea? (To bring Mr. V to the police station)  |
| P. 20 | C | How will the police know Mr. V when they see him? (He will be wearing a<br>violet, velvet vest)                   |



# TEACHER'S RESOURCE BOOK

P. 22	L	What do the vests do? (One by one they touch Mr. V's vest)
	I	Now how do the vests feel? (Very happy)
P. 24	I	How do the people in the police station feel now? (They are very happy)
	C	If they are happy, why are they crying? (They are crying tears of joy)
P. 26	L	Where is Mr. V going? (To visit other vests)

## ASSESSING THE OBJECTIVE

*Distribute drawing paper and crayons to each of the children.*

*To make sure the children understood the story, you may wish to use the following:*

*In the story about the vanishing vests, one main event occurs. This important event is what the whole story is about.*

*I would like you to draw a picture of the main event and then tell us about your picture.*

*Children's drawings or descriptions should reflect the vests going to touch Mr. V's violet velvet vest.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Art

*Have the children pretend they are ventriloquists. In an art center, using paper lunch bags, have the children create puppets. Then have the children practice being ventriloquists with their puppets.*

### Social Awareness

*Talk with the children about what they should do when a visitor arrives. Role play with the children good manners when someone new comes into the classroom, emphasizing greeting the person, introducing the person to others, and being polite.*

### Art

*Have the children compare different types of material with velvet material. Then have them design vests using different types of materials glued to drawings of vests on drawing paper.*

# TEACHER'S RESOURCE BOOK

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## **Language Arts**

*Talk about the fact that Mr. V was an idol for the other vests. Explain that an idol is someone others look up to or admire. Have each child write or dictate a story about someone he/she admires.*

## **Self Awareness**

*Have the children discuss what characteristics or talents they have that would cause other people to look up to them. Have each child bring in a picture of himself/herself and paste the pictures on a piece of paper. Have the children dictate or write stories about what makes them very special.*

## **Science**

*In a discovery center using a tape recorder, have the children experiment with the different ways that their voices can sound. To begin with, have them pretend to be members of the vest patrol calling each other on the radio. Then have them pretend they are Mr. V or the other vests. Have them play the tape back and listen for the differences in their voices.*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — WONDERFUL WINKS AND WEATHER WISHES

### Story Synopsis

*THE MAIN IDEA of this story is that Mr. W cannot satisfy everyone at the same time with his weather wishes. When Mr. W pleases the skiers, he makes everyone else unhappy. The windy wish for the kite fliers makes uncomfortable weather for others. Mr. W shows the citizens in Letter People Land that they cannot make weather wishes for selfish reasons but must learn to think of others.*

### Values Taught

*Thoughtfulness, fairness, responsibility*

### Lesson Objectives

*After listening to the story, the children will be able to use their imagination to predict an ending.*

*Students will be able to recognize the initial "W" sound by relating Mr. W to his wonderful winks.*

## PRE-READING

### Special Words

Disaster — something that happens that is bad

Selfish-to think only of oneself

*In order to motivate the children, you may wish to say the following:*

*Let's look out the window and see what the weather is today.*

*Have the children describe some of the weather conditions including temperature, sun conditions, wind, etc.*

*Pretend you have a wish and you can change the weather into whatever kind you want. What will you wish it to be? (Accept all responses)*

*This Letter Person can make people's weather wishes come true. It sounds wonderful but sometimes it's not. Let's find out why.*

## READING THE STORY

### Introduction

*Our story is called *Wonderful Winks and Weather Wishes*. Show me how you wink. (All children should be winking their eyes.) In the story, winks have to do with weather wishes.*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |   |
|-------|---|---|
| P. 1  | L | What can Mr. W do? (Change the weather)   |
| P. 2  | L | How does Mr. W change the weather? (He has a magical weather machine)   |
| P. 4  | L | Why does Mr. W say "Wait! One question at a time?" (Because everyone is talking at once and it is difficult to answer all the questions)                |
|       | L | What does Wendy say is wrong with the weather?<br>(It is very dry)  |
| P. 6  | L | What does Mr. W tell the weather machine?<br>("Weather machine, we want a weather wish. We want wet weather.")  |
|       | C | Why doesn't anything happen?<br>(Weather wishes only work with wonderful winks)   |
|       |   | Once Mr. W winks a wonderful wink, what happens? (It begins to rain)  |
| P. 8  | L | Why are the people happy? (Because wet weather is what they need)   |
|       | I | How does Mr. W feel?  |
|       | C | Why do you think the story says, "However, people are not happy for long"?<br>(Accept all responses)  |
| P. 10 | L | What do the skiers want? (They want winter weather with snow)   |
|       | C | Why don't the skiers want to hear what Mr. W is saying? (They are only thinking of themselves. They are selfish!)                                       |
| P. 12 | L | What does Mr. W do? (Mr. W grants the skiers a weather wish for snow)   |
| P. 14 | C | What things make you know Letter People Land is not ready for winter weather? (People are not wearing woolen clothing, the cars do not have snow tires) |
|       | I | How would you feel if you lived in Letter People Land?  |
|       | L | How does Mr. W solve the problem? (He winks wonderful winks and changes the weather back to summer)   |

# TEACHER'S RESOURCE BOOK

- P. 16**     **L**                      Now what does Mr. W hope? (That people will think of others before they ask for a weather wish)
- Who comes to see Mr. W? (A group of children who want a weather wish)
- P. 18**     **L**                      Why do the children want windy weather? (So they can fly their kites)
- L**                      What does Mr. W remind the children to do? (To think about the other people in Letter People Land)
- I**                      How would you feel if Mr. W said this to you?
- P. 20**     **L**                      What happens to the weather? (The wind starts to blow and blow)
- P. 22**     **L**                      What is Mr. W's problem with granting a wish for windy weather? (Mr. W never knows how windy the weather will be)
- L**                      What happens in this windy weather? (Trees are blown down, and the children cannot get home)
- I**                      How do the people feel about Mr. W's windy weather? (They are angry at Mr. W for granting a wish for windy weather)
- P. 24**     **L**                      How does Mr. W solve the problem of the windy weather? (He winks wonderful winks and changes the weather again)
- I**                      Do you think the children were selfish?
- P. 26**     **L**                      How does Mr. W decide to solve the problem once and for all? (Mr. W says that he will leave Letter People Land)
- L**                      What does Mr. W tell the people? (He says they are only thinking of themselves and they are acting very selfishly)
- P. 28**     **L**                      Why does Mr. W wink and wink? (Because something blows in his eye)
- L**                      What happens to the weather while Mr. W is winking and the weather machine is wiggling and wobbling? (It keeps changing. First it is snowing, then it is raining, then it is warm, then it is cold, then it is windy)
- C**                      What do you think it means if someone says there's a weather disaster?
- L**                      What happens to the weather machine? (It falls apart)

# TEACHER'S RESOURCE BOOK

## ASSESSING THE OBJECTIVE

*Have drawing paper and crayons ready to hand out to the children.*

*To make sure the children understood the story, you may wish to use the following:*

*I want to read the last page of the story to you one more time. Listen very carefully, especially to the last line.*

*Read page 30 in the book to the children, emphasizing the last four lines of the story.*

*I want you to be the predictors. What do you think happened next? I will give you drawing paper and crayons. Draw a picture about what happens after Mr. W winks. There is no right answer. When you have finished, tell us about your drawing and why you made your prediction.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

*Have one more discussion with the children about what it means to be selfish and what it means to think of others.*

### Oral Skills

*Talk about the weather. Write a class story about things they like to do in different types of weather. Encourage them to use descriptive words when talking about the clothing they need or what the weather might look like.*

### Science

*In a science/discovery center, display books about the weather. Encourage the children to relate weather conditions to the change of seasons in the year.*

### Math

*In a math center, make a class weather graph. Keep track of the weather for a month at a time. Divide the columns into rainy, sunny, cloudy, snowy, cold or warm. Each day make a judgement about the weather and encourage the children to put a sticker in the appropriate columns. At the end of the month you will have a visual representation of what the weather has been.*

### Dramatizing

*In a role play center, have one child pretend to be Mr. W. Have the other children ask for weather wishes. Have the children explain how their weather wishes would be good for others too.*

### Language Arts

*Have the children find out what the weather was like on the day each of them was born. Maybe they will have a picture of themselves as babies. If so, mount it on drawing paper and ask them to illustrate the weather on their birthday. They might like to dictate a sentence that begins "On the day I was born it was..."*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — THE INIMITABLE MR. X

### Story Synopsis

*THE MAIN IDEA of this story shows that you must understand directions in order to follow them. Mr. X is mixed up. He has trouble following directions. His Friend X-Andrea believes he can learn to follow directions by baking a cake using a cake mix. Mr. X proves that knowing how to read is not the whole answer—you must also understand what you read.*

### Values Taught

*Faith, following rules, kindness*

### Lesson Objectives

*After listening to the story, the students will be able to recall the details by listing Mr. X's misunderstanding of directions.*

*Students will begin to recognize the "X" sound in some words in the story.*

## PRE-READING

### Special Words

Inimitable — someone or something that is like nothing else and that no one can imitate

*To motivate the children, you may wish to say the following:*

*How many of you have ever baked something with someone in your family? What did you bake? (Sample responses)*

*Show a cupcake to the children.*

*Think about how you might give directions for someone baking a cupcake. What would I have to do in order to make this cupcake?*

*Today Mr. X tries to follow some directions, but things don't come out right.*

*Let's see if we can find out why Mr. X makes mistakes.*

## READING THE STORY

### Introduction

*Show the children the book and point to the title as you read it.*

*Today's story is *The Inimitable Mr. X*. Someone who is inimitable is someone who is different — no one can imitate him.*

*Let's listen to find out what makes Mr. X so inimitable!*

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

P. 1	L	What does Mr. X have problems doing? (Following directions)
P. 2	L	What is Mr. X not supposed to do? (Change anything)
P. 4	C	Do you think the things that Mr. X is buying will make him a fine baker? (Sample responses)
P. 8	C	What do you think Mr. X should have done with the egg?
P. 10	L	What is Mr. X's problem with the second direction? (He doesn't have a special spoon for tea which is what he thought a teaspoon was)
P. 12	L	How does Mr. X try to make a teaspoon? (By tying a tea bag to a spoon)
P. 16	L	Why do you think X-Andrea is upset? (Because Mr. X didn't follow the directions the way she thought he would)
P. 18	I	What do you think X-Andrea will do when she gets to Mr. X's house?
P. 20	L	What is the next thing that Mr. X is trying to make? (Icing for the cake)
P. 22	I	How would you feel if you were X-Andrea?
P. 24	C	Why does X-Andrea think it is her fault and not Mr. X's? (She suggested he bake the cake)
	C	What do you think she will do? (Accept all responses)
P. 26	L	How did X-Andrea keep Mr. X from baking his cake? (She brought a cake to eat)
P. 28	L	Which looked better to Mr. X, the cake he was making or the cake X-Andrea had brought? (The cake X-Andrea had brought)
P. 30	C	After they finish eating the cake, what do you think X-Andrea might have told Mr. X about following directions?



# TEACHER'S RESOURCE BOOK

## ASSESSING THE OBJECTIVE

*Hand out a piece of drawing paper to each student which you can have them fold into four boxes. Also have crayons available for their use.*

*To make sure the children understood the story, you may want to use the following:*

While poor Mr. X was following the directions he made several mistakes only because he couldn't understand. I want you to think back to the story and try to remember each time Mr. X misunderstood the directions.

What was the first time that Mr. X confused the directions? (When he tried to put the whole egg in)

Draw a picture of an egg in one of the boxes.

*Repeat this procedure with the teaspoon, the 1/2 cup, and the icing.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Writing/Art

*Develop a class "Favorite Recipes Cookbook". Have each child dictate their favorite recipe to you. Copy down their words exactly as they say them. Have each child illustrate their recipe. Put it together in a class book and share with the children and their families.*

### Mathematics/ Science

*In a math center, have the children explore with liquid and dry measure either using water or sand. Share with them what a teaspoon is as well as what a cup and a half cup in measurement might be. Have them experiment with a variety of sizes of containers to see how many teaspoons or cups of liquid or dry fill them up.*

### Sequencing

*Write action words on index cards, such as step, hop, jump, etc. Have each child pick three cards and do what the card tells them to do in order.*

### Following Written Directions

*Have the children actually experience baking cupcakes either from a mix or from a scratch recipe. Stress the importance of understanding the recipes and following them once you understand them.*

# TEACHER'S RESOURCE BOOK

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## **Following Directions (Oral)**

*Have children come up to work in front of the class in pairs. Let one child give the other directions to do something in the classroom. Encourage the second child to repeat the directions or ask questions if they don't understand them before they follow them.*

## **Self Awareness**

*Remind the children X-Andrea was very concerned that she not hurt Mr. X's feelings. Talk about times when they have had their feelings hurt. What things do people say to make you feel better when you have made a mistake?*

## **Language Arts**

*Write a class story making a list of things you can say to others in order not to hurt their feelings when they have made a mistake.*

# TEACHER'S RESOURCE BOOK

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## TEACHER'S RESOURCE BOOK — THE YAWN MAKER

### Story Synopsis

*THE MAIN IDEA of this story is to reach a compromise between Mr. Y's sense of responsibility to the people of Letter People Land and his need for a vacation.*

### Values Taught

*Responsibility, reliability*

### Lesson Objectives

*After listening to the story, the student will be able to recall the main idea of the story by retelling it in his or her own words.*

*Students will become familiar with the "Y" sound in the initial position by relating the "Y" sound to Mr. Y's yawning.*

## PRE-READING

*To motivate the children, you may wish to say the following:*

### Special Words

Efficiency Expert — someone who plans the best way to get a job done.

How many of you remember a time when you were really tired? How could other people tell that you were really tired? (Sample student responses. Continue at least until one child mentions yawning.)

Mr. Y is a yawn maker. He helps people fall asleep by making them yawn.

Let's all make a big yawn, remember to cover your mouth. Get ready to hear what happens when Mr. Y tries to go on vacation.

## READING THE STORY

### Introduction

Since Mr. Y is our *Yawn Maker*, that is the name of the book we will listen to today.

Who do you see on the front cover? (Mr. Y and a little boy and they are both yawning)

Why do you think Mr. Y is yawning?

# TEACHER'S RESOURCE BOOK

## CHECKING FOR UNDERSTANDING

### Key to symbols:

L = Literal Thinking

I = Interpretive Thinking — (Affective domain, Text interpretation)

C = Critical Thinking

*Read the story to the children. As you read, ask questions such as:*

- |       |   |   |
|-------|---|---|
| P. 2  | L | What does Mr. Y do every night? (Visits all the people in Letter People Land)   |
|       | I | How does Mr. Y help other people go to sleep?<br>(He yawns, then the other people yawn and fall asleep)   |
|       |   | How many yawns do you think you might need to fall asleep?  |
| P. 4  | L | Why can't Mr. Y go on vacation? (Because he is the only yawn maker in Letter People Land)   |
| P. 6  | C | What does Mr. Y worry about while he is on vacation? (Whether the people will be able to fall asleep without him)                                 |
| P. 8  | C | What do you think would have happened if Mr. Y had stayed on vacation?  |
| P. 10 | L | Why do you think the assistant couldn't help Mr. Y? (He couldn't yawn unless Mr. Y started first)   |
| P. 12 | L | What happens to the yawn when it floats into the freezer? (It freezes)  |
|       | C | Do you think Miss A could freeze her sneeze?  |
| P. 14 | C | What is Mr. Y's idea for his yawns? (He thinks that he can freeze them and then give them to the people to use whenever they need to)             |
| P. 16 | L | Why can't Yale catch the yawns? (He falls asleep)   |
| P. 18 | L | What does Mr. Y have to do? (He has to catch the yawns and freeze them all himself)   |
| P. 20 | I | Why do the yawns melt?  |
| P. 22 | C | This time he calls in someone else to help.<br>Who is it? (Yolanda, an efficiency expert)   |
|       |   | What do you think an efficiency expert does?<br>(An efficiency expert is someone who helps figure out a quick way to get something done) Discuss. |

# TEACHER'S RESOURCE BOOK

- P. 24     L                      How did Yolanda help?
- P. 26     I                      How do you think Mr. Y feels about all the people going on vacation with him? (Accept all responses)
- P. 30     L                      How did Mr. Y's friends solve the problem of the frozen yawns? (They bring coolers filled with the frozen yawns)

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to use the following:*

I want you to think about the story. Pretend that you have to tell someone else about what happened to Mr. Y. In a minute I am going to call on some of you to tell us the whole story. When I yawn it will be time to change people so be ready to continue the story.

*Call on various children to retell the story in their own words emphasizing the main idea. Every so often, yawn in order to signal to the children that it is time to change storytellers.*

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Living Skills

*Have a group discussion about jobs that are left undone at home when you go on vacation. Have children list such things as walking the dog, feeding the cat, etc. Have them think of alternative ways of getting the jobs done so that they can go on vacation.*

### Music

*Talk about lullabies as one way that helps some people go to sleep. Have them listen to or teach them several lullabies. (For example: Rock-A-Bye Baby, or Brahms Lullaby) Have them compare them for similarities. What makes them good for helping people go to sleep?*

### Science

*In a discovery center, have them observe what happens to ice as it melts. Have them dictate their observations to you, and draw pictures of the ice at different stages.*

*Visit the local supermarket to see the frozen food section. Explore the different types of food that can be frozen. Have someone at the store explain to the children how the food is transported to the store without melting. When the children return, write a group story about what they learned about frozen food.*

# TEACHER'S RESOURCE BOOK

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## **Art/Creative Writing**

*Have the children think about what helps them fall asleep. Maybe it's a favorite toy or a story being read. Have them draw a picture of themselves going to sleep with the things that help them do it. Write a dictated sentence below the picture.*

## **Language arts**

*Talk about favorite places to go on vacation. Make a class vacation travel book. Have each child draw a picture of his/her favorite place for vacation and then write a little story. Put the book together and entitle it "Going on Vacation."*

# TEACHER'S RESOURCE BOOK

## TEACHER'S RESOURCE BOOK — ZIPPING ZIPPERS SAVE THE ZOO

### Story Synopsis

*THE MAIN IDEA of this story is that by listening carefully to each animal's complaint, Mr. Z saves the Zoo.*

### Values Taught

*Friendship, helpfulness, resourcefulness*

### Lesson Objectives

*After listening to the story, the students will recall the details of the story by associating the animal with its problem.*

*Students will become familiar with the "Z" sound in the initial position by relating it to Mr. Z's zipping zippers.*

## PRE-READING

### Special Words

Embarrassing — something that makes you feel ashamed, self-conscious, or awkward

*To motivate the children, you may wish to say the following:*

*Close your eyes and pretend that you are at the zoo. What would you see in a zoo?*

*There is a zoo in Letter People Land and it has all those animals.*

*Unfortunately, there is a problem in the Letter People Land Zoo, and Mr. Z and his zipping zippers will have to find a solution.*

*Listen to the story and see how the zipping zippers help Mr. Z help the zoo.*

## READING THE STORY

### Introduction

*Our story is called *Zipping Zippers Save the Zoo*. Why do you think Mr. Z is running so fast?*

## CHECKING FOR UNDERSTANDING

### Key to symbols:

**L = Literal Thinking**

**I = Interpretive Thinking — (Affective domain, Text interpretation)**

**C = Critical Thinking**

*Read the story to the children. As you read, ask questions such as:*

**P. 1      C**

*What happens one day? (The animals decide to leave the zoo)*

# TEACHER'S RESOURCE BOOK

P. 2	C	Why does the zookeeper ask Mr. Z for help? (Accept all answers)
P. 4	L	What is wrong at the zoo? (There are no animals)
P. 6	C	Why does Letter People Land need a zoo? (Accept all answers)
	L	What does Mr. Z tell the tiger about problems? (He says that problems can be solved if you talk about them)
P. 10	I	Who do you talk to when you have problems?
P. 12	L	Why won't the tiger growl? (Because he has no teeth)
	C	Why doesn't he use his teeth all the time? (They hurt)
		Why should that be embarrassing for a tiger? (Discuss embarrassing)
P. 14	L	Why doesn't he use his false teeth? (They take too long to put in and take out)
P. 16	L	Why does Lester Lion get cranky? (Because his mane is heavy and makes him hot)
	I	How do you act when you are cranky?
P. 18	L	What is Katy Kangaroo's problem? (Her baby keeps jumping in and out of her pouch everyday, making her very tired)
P. 20	L	What is Mr. Z going to use to solve the problems? (Zipping zippers)
P. 22	L	How will zipping zippers help the tiger? (He will be able to zip his teeth in and out)
P. 24		What kind of zipper does Mr. Z use for Lester Lion? (A gigantic zipping zipper)
	L	Why does Mr. Z need a gigantic zipping zipper for Lester Lion? (Because Lester's mane is long and heavy)
P. 26	I	How do you feel when you need a haircut? Would you like to zip your hair on and off?
P. 28	L	What is different about the zipper Mr. Z provides for Katy and her baby? (A zipper with a lock)



P. 30

How does Mr. Z solve Zelda Zebra's problem?  
(With zipping zippers)

I

How do you think Zelda felt without her stripes?

## ASSESSING THE OBJECTIVE

*To make sure the children understood the story, you may wish to say the following:*

Let's play a game. I will choose one of you to come to the front of the room and pretend to be one of the animals in Mr. Z's story.

You can't talk but you can act in a way that should tell us which animal you are.

Whoever guesses first which animal you are pretending to be will call on a classmate to describe how Mr. Z helped that animal.

## EXTENDED ACTIVITIES

*Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.*

### Math

*Have each of the children bring in a different zipper and make a zipper collection. Then, in a discovery center, have the children sort the zippers according to color, length or type. Make a zipper graph for the classroom of different types of zippers.*

### Language Arts

*Think about other animals in the zoo. Encourage the children to think of a problem that they might have and how Mr. Z might have solved it. Write a class story about what they think.*

### Arts

*Create a zoo bulletin board. Have each of the children draw an animal that might be found in the zoo. Encourage them to draw a zipper somewhere on the animal. Post them all on a bulletin board entitled, "Letter People Land Zoo".*

### Language Arts

*Have a zipper modeling day. Encourage the children to wear something to school that has a zipper on it. Have them tell the class why a zipper makes it easier to wear.*

# TEACHER'S RESOURCE BOOK

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## **Story Telling**

*Read "If I Ran the Zoo" by Dr. Seuss to the children. Have them compare the zoo in Letter People Land to the zoo in the story.*

## **Living Skills**

*Talk about people in their lives to whom they can talk when they have a problem. Have them identify a person (parent, sibling, teacher, or friend) with whom they feel comfortable. Have them draw a picture of that person and label it "My Problem Helper".*

*notes*